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ABSTRACT

Speeches and reports from participants at a two-day conference on voluntarism in adult education are presented. One major program goal was to explore the possibility of stimulating growth and development of service voluntary efforts in Northern Illinois. Special conference concerns included the use of volunteers in adult basic education, general educational development, and English-as-a-second-language programs. Several papers presented were "Voluntarism: An Action Proposal for Adult Educators," by Paul Ilsey; "Why Voluntarism? An Issue for the 70's and a Challenge for the 80's," by John A. Niemi; "Voluntarism: State of the Art," by Alice Leppart; and "Myths and Fears about Volunteers," by Michael Collins. Three panel discussions are summarized in reports on the place of volunteers in adult education, volunteers' orientation and training, and evaluation and recognition. Five workshop leaders presented reports on the following topics: Literacy Volunteers of America, Inc., matching volunteers with clients, women in voluntarism, advocacy voluntarism, and using the university as a source of tutors for English as a second language. A program evaluation completed the proceedings. Appended materials to this report include evaluation instruments, workshop goals and objectives, profiles of resource people, and ERIC abstracts on voluntarism. (CSS)

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CONFERENCE PROCEEDINGS

Edited by

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## INTRODUCTION

During the Fall of 1978, several local program directors of adult basic education (ABE) or English as a Second Language (ESL) in the greater Chicago area approached the Region I Adult Education Service Center, asking for assistance in developing a volunteer component for their programs. Paul Ilsley, who had utilized a large number of volunteers in his former position as Director of an ABE program and who had an active interest in voluntarism, responded to these requests and indicated that many other programs might be interested in utilizing volunteers. Accordingly, after assessing possible interest from other administrators of basic/literacy education or community service/advocacy groups, a decision was made to explore the potential of stimulating interest in and use of volunteers within adult education programs in northern Illinois. John Niemi and I, members of the Graduate Studies in Adult Continuing Education faculty at Northern Illinois University, and subsequently Michael Collins and Eve Stone, graduate students in that program, joined together with Paul Ilsley to form the team on voluntarism.

The planning that emerged from the teams discussion led to the formation of two levels of activity:

A. The development of an educational program for the Northern Illinois region local program personnel to assist them in (1) developing or upgrading volunteer programs in their agencies; and (2) seeking out interest within these agencies in further cooperative efforts in support of voluntarism in adult education. Along with these programmatic efforts, the team would (1) build their own awareness of national and local volunteer agencies which would be available for consultation and/or technical assistance in developing local interest in the use of volunteers in adult education programs and (2) survey the literature to develop the knowledge base for our efforts.

B. On another level we would (1) explore the possibilities of assuring some permanence to our efforts at the local level by developing a model of community-university cooperation in the establishment of a center for volunteers in adult education. The goals of the center would be to (a) stimulate collective action in the recruitment and training of volunteers; (b) develop an evaluative and research base for the assessment of voluntarism; and (c) provide the technical assistance for encouraging adult education agencies in voluntarism. (2) Identify other innovative activities in voluntarism within adult education nationally and disseminate this information to the field of adult education.

Our efforts during this last year have concentrated on developing voluntarism locally and providing assistance to local program administrators. This effort began with a two-day voluntarism workshop in which Alice Leppert, nationally known for her contribution to voluntarism in adult education, served as consultant. These proceedings are a record of that workshop and will serve as a basis for our further activities. We trust that the proceedings will acquaint you with the launching of what has become a rather extensive venture in voluntarism.

Phyllis M. Cunningham
Coordinator
Adult Education Service Center
Region I

# VOLUNTARISM
## AN ACTION PROPOSAL FOR ADULT EDUCATORS

Paul Ilsley

## INTRODUCTION

This paper has been designed to serve two purposes. The first is to acquaint the reader with the various dimensions of voluntary service and the uses of volunteers. The second is to propose a plan of action for social practitioners in general, and for adult educators in particular. According to that plan, given certain conditions, the use of volunteers could strengthen social programs in significant ways. Those conditions are presented, along with an invitation to act. Due to its limited length, this paper does not offer exhaustive treatment of the topic. Rather, it serves as an introduction and as a gadfly to provoke discussion among people interested in this area. It attempts to answer such questions as these: Why do people volunteer? How can they help? What is the current state of the art in the field of voluntarism? Are there effective ways to utilize volunteers in adult education? What are some of the risks involved and points to consider in the establishment of volunteer programs?

Voluntarism, like the field of adult education and other social enterprises, has existed over the sweep of history in one form or another. Yet it is only during the last decade that both fields have developed rapidly, and taken on new significance. It is notable, for example, that the beginnings of a large number of helping agencies, including adult education agencies, were fostered by the extensive use of volunteers.

Governmental funding and social acceptance of myriad programs was made possible first by successful voluntary action in such areas

as literacy education, health outreach, anti-poverty social work, ecological awareness, and job training. This claim is particularly true of programs born out of the Johnson era "War on Poverty." Today, in view of some public distrust toward formal organizations, voluntarism looks attractive as an option to promote increased community involvement, as well as to foster program growth and diversity. In addition, as hard funding shrinks, interest in voluntarism has grown, even though the initial need for volunteers has diminished.

The present era is one of rapid societal change, in which future shock has become a present reality for millions. Social programs have grown highly specialized to meet the ever-expanding information, educational, and service needs of the population. As specialization continues and produces more specialized language, methods, and training, it becomes increasingly difficult for even the most well-intentioned citizen to volunteer in serving the public through functioning agencies. In fact, the use of volunteers could be dysfunctional, if their service does not begin with knowledge of and training in the latest techniques. Unless volunteers are 1) adequately prescreened and assigned specific duties, 2) effectively trained, and 3) properly supervised, their time will likely be wasted and, more importantly, service to the public will be hindered.

Voluntarism in the field of adult education received a good deal of emphasis in the late fifties through the late sixties. During that period, the journals Adult Leadership and Adult Education published more articles on the subject than during the last ten years. In the early sixties, such notables as Cyril Houle and Malcolm Knowles provided the field with useful models of action for adult education practitioners, proposing ways to effectively train and supervise volunteers. As the field became professionalized, emphasis was placed on courses and training for the professional administrator and teacher in such specialized areas as administration, testing, curriculum, and instructional strategies. As federal and state programs in Adult Basic Education (ABE) and General Educational Development (GED) took hold in the later sixties, less attention was paid to the role of the volunteer and more to the organization and professionalization of the field.

Today, at least 54 million adults have not completed high school.(11) On a national level, funds are available to reach little more than five per cent of all uneducated adults, according to the Appalacian Adult Education Center, Bureau for Research and Development. As funds remain relatively constant, and as waiting lists grow, the need for increased human and financial resources mounts. For adult educators who are looking for ways to keep costs down and at the same time increase service volunteers offer an option worth considering, provided they receive proper support and training.

VOLUNTARISM DEFINED

The magnitude and impact of volunteers on American society today have reached huge proportions. Although exact figures would be difficult to project, according to some sources 70 million Americans volunteer their time and energy in some way, maintaining the existence of 7 million voluntary groups or organizations and accounting for 245 million man hours per week.(4) By 1980, according to U.S. Department of Labor projections, volunteers will contribute $30 billion to the U.S. economy (figured as part of the Gross National Product).(11) What do these millions of people volunteer for, and why? David Horton Smith, a leading author in the field, defines voluntarism by describing five types of voluntary action:

1. Service oriented. People volunteering for service do so largely out of a sense of duty, for betterment of fellowment, or to enrich their own lives by helping others. Examples of service-oriented volunteers include the Peace Corps, Vista, tutoring groups, and Red Cross.
2. Issue or Cause Oriented. Volunteering for a cause or issue usually requires a strong belief in a shared goal or outcome. Issue or cause oriented groups work toward ends which, in their opinion, will change customs, laws, or events for the better. Examples include political parties, National Organization of Women (NOW), environmental protection groups, black power groups, and rifle associations.

3. Consumatory and Self-Expressive Volunteerism. People who spend time to increase their own and others' enjoyment of life are volunteering for consumatory or self-expressive purposes. Examples are dinner clubs, theater groups, fraternities and sororities, sports groups, and, often, church groups.
4. Occupational/Economic Self-Interest Volunteerism. People who act to improve the standing of their own trade, craft or profession do so because of a commitment to it, or, perhaps, to improve their own career opportunities. Examples include the American Medical Association, most trade unions, and the Adult Education Association of the USA.
5. Philanthropic/Funding Volunteerism. People dedicated to fund-raising or distribution of funds in areas such as health, welfare, education, religion, and politics can be said to be volunteering for philanthropic reasons. Examples include the United Fund and the March of Dimes.(2)

Another grouping of volunteers is suggested by Gordon Manser and Rosemary Higgins Cass:

1. Spontaneous coming together of citizens in support of a cause.
2. Local or national organizations devoted to the economic and social interests of participating groups.
3. Established service organizations and institutions devoted to the common or general good.(4)

As indicated above, the reasons why people volunteer are many. They include a desire to meet new people, a commitment to helping others, an interest in bettering or maintaining career status, a chance to gain new skills, a motivation to experience something new, or a need to fill time. In 1974, Action, the umbrella program for several federally sponsored volunteer programs, surveyed a sample of volunteers about their decision to volunteer:

To Help Others. . . . . .54%

Out of a Sense of Duty. . . . . .32%

For Enjoyment . . . . . .36%

Because they Could Not Refuse. . . . . .15%

Because they had a Child in the Program. . . . . .22%

Other . . . . . .14%

The figures add up to more than 100 per cent because respondents had the chance to mark more than one choice. The point is that no one reason exists to explain why people volunteer, just as there is no singular function of all volunteers. Contrary to popular opinion, people from all walks of life, ages, races, economic classes, and educational status become volunteers. In a study conducted by the Canadian Council on Social Development in 1975, the myth that volunteering constitutes a phenomenon of middle to upper class young housewives was laid to rest. The study, entitled "Volunteers: The Untapped Potential", revealed that 44 per cent of volunteers in Canada are male and that there is a wide age spread, with significant numbers of people below 25 and above 60. Lastly, 48 per cent of the family incomes of Canadian volunteers is less than $12,000 per year.(4) The Canadian study, which must be looked at in the context of extensive federal support for youth projects, shows the potential for involving people from all walks of life.

GROWTH OF THE ENTERPRISE

Many indicators suggest that voluntarism as a movement has witnessed noticeable maturity. The national voluntary programs, under the umbrella organization Action (including the Retired Senior Volunteer Program (RSVP), VISTA, University Year for Action, and Foster Grandparents) have increased dramatically since the beginning of the current decade. For example, in June of 1971, there were 662 programs and 101,612 volunteers.(11) Interestingly, 70 per cent of all juvenile courts and 10 per cent of all adult courts have organized volunteer programs. In addition, over 200 voluntary

action centers have been established across the country during the past eight years under the auspices of the National Center for Voluntary Action.(11)

A partial listing of volunteer associations which have developed during the past decade and exist for the purpose of promoting and coordinating voluntarism include: The Association of Volunteer Bureaus, American Association of Volunteer Service Coordinators, Association of Voluntary Action Scholars, and International Association for Volunteer Education. Hundreds of associations are forming coalitions, the largest being the Alliance for Volunteerism, Inc. Other coalitions are the National Center for Voluntary Action, National Information Center on Volunteerism, Call for Action, Association of Volunteer Bureaus, United Way, and Church Women United, to name a few.(11) As an example of one of these coalitions, Church Women United has organized efforts in over 2,000 communities and in every state. From this partial listing, it seems fair to assume that the varying types of voluntary service available to the public and the range of training and placement opportunities available to volunteers are innumerable.

Aside from sheer growth in numbers, there are other indicators of growth to be considered. Newly formulated tax incentives, pending legislation, and job descriptions listed in the Dictionary of Occupational Titles indicate that the federal government has taken a supportive stance on voluntarism. Social Service agencies are increasing funds for voluntarism and acknowledging the need for better training, supervision, and evaluation of volunteers. Over 80 universities offer courses or majors or supply organized volunteer opportunities to students.

Literature and research in the field of voluntarism has increased and can be divided into three types according to the purpose: 1) to train or to suggest methods for training, 2) to be descriptive or to define the field, and 3) to promote action. The state of the literature further suggests although volunteering is not new, voluntarism as a singular field is new and that a need exists for

integrating and synthesizing the knowledge. Also, because of the diversity of voluntary activities, there are few theories of volunteering, nor have adequate reviews of the literature been made. For all these reasons, voluntarism offers a genuine challenge for researchers.

VOLUNTARISM AND CITIZEN INVOLVEMENT

Voluntarism is not a bastion of the elite or the idle rich who have time to spare each week. The concept that voluntarism is merely an activity designed for women who have removed themselves, or who have been removed, from careers to assume greater family responsibility, is changing. As the demand for volunteer service accelerates, particularly in advocacy areas such as human rights and consumerism, the marginal status of voluntarism decreases. Mary Poole, President of the National Council of Negro Women, commented:

> It's not service volunteering that degrades women; on the contrary, it's the prevailing attitude toward women that's degrading service volunteering. (4:60)

Voluntarism is an open forum for all to act upon their beliefs. In this sense, the right to volunteer may be equated with other constitutional rights such as freedom of speech.

Other factors contributing to the disappearance of the marginal status of voluntarism are the effective systems of volunteer management that have been established and to the variety of opportunities for volunteers. Indeed, the recognition of the importance of voluntarism to our social framework and to our democratic system has recently received great attention.(4) Eva Schendler-Rainman and Ronald Tippett posed these questions with reference to Eduard C. Lindeman's work: What would a democracy be without volunteers? What if all 70 million Americans now volunteering suddenly stopped? Lindeman made the following assertions concerning a volunteer-less society:

1. Officials would become isolated.
2. Professionals would spend more time at the task of fund-raising
3. Public agencies would become increasingly bureaucraticized.

4. Private agencies would wither and die.
5. Democracy would be committing suicide.
6. Totalitarianism bureaucracies, and dictatorships would emerge. (9)

Voluntary association is, therefore, a necessary but not a sufficient condition of assuring a healthy nation and a responsive social order.

Other pertinent questions are these: What do volunteers do to help hold the system together? Are volunteers freer to be critics of the social order? According to Marlene Wilson, volunteers provide input to the philosophy and function of many social programs, and hence can be important in the formulation of new societal values and new social programs. The ultimate goals of voluntary action programs should concern the achievement of social good which, in a rapidly changing society, more often than not means social change. Gordon Manser and Rosemary Higgins-Cass state it best:

> There are philosophical reasons intrinsic to the legal status, values, and authentic role of voluntary agencies which should cause them to be concerned with institutional and social change.(4:124)

Those philosophical reasons seem to correspond with the need for people in a free society to enjoy ample opportunity to comment openly on any social or governmental policy. In this connection, the First Amendment has been interpreted to mean that "the only constitutional way our government can preserve itself is to leave its people the fullest possible freedom to praise, criticize or discuss as they see fit, all governmental policies."(4) Voluntary programs of every type may be seen, then, as an invigorating force to assure freedom and participation and to thwart possible oppressive trends. As such, they are uniquely qualified to shape and reshape the vision of a just social order.

The arguments thus far have been presented in order to weave a definition of voluntarism by considering the impact and growing legitimacy of the volunteer movement in our society and by briefly examining the role of voluntary action in the functioning of a

democracy. The resulting tapestry is suggestive of an available and considerable resource that, with good conscience and vision, could contribute greatly to the health of a nation. With its roots in a genuine commitment to the welfare of mankind and its ability to adapt and respond to a dynamic society and its accelerated rate of change, voluntarism promises at least a beginning of solutions to social problems.

VOLUNTARISM AND ADULT EDUCATION

If the indicators are correct, it seems likely that voluntarism will continue to be an influential force in our society, just as it is reasonable to assume that adult education will continue to grow and prosper. It is more difficult to forecast the degree to which adult education programs will utilize volunteers but, as we stand on the threshold of momentous changes in both areas, one could imagine the potential benefit that voluntarism could bestow on adult education. Already voluntarism has made a mark on the field. Over the past several years, state and federal funding has not kept pace with burgeoning enrollments in Adult Basic Education and High School Equivalency programs. And, with the post war baby boom population reaching adulthood, such enrollments, are bound to increase for some years to come. What can be expected for basic academic programs are longer waiting lists, larger and more unwieldy multi-level classes, and overworked teachers.

If the experience can be made enriching to the volunteer, and if incentives are administered correctly, a volunteer program could supplement adult education not only in tutoring functions, but also in the often underplayed areas of recruitment, advertising, materials preparation, fund raising, and library staffing. Important side benefits include increased community awareness and participation, a proving ground for potential teachers, and additional time for paid staff to devote to specific issues.

In spite of the benefits of adopting voluntarism into the adult education process, many elements must be considered before

the final decision is reached. Even though enlightened administrators work hard to recruit and educate the target population, there is mounting pressure to be accountable for great numbers of students and to show rapid educational gains. Also, because of the mobility and learning rate of advanced students, administrators are compelled to pay less attention to the needs of the illiterate population. Consequently, the real target population is recruited in smaller numbers, while badly needed one-to-one teaching strategies remain unfeasible and rare. Most administrators would welcome cost efficient and accountable ways to make their program more flexible in terms of space and time, in order to reach illiterate adults.

Unless proper attention is given to its various aspects, a volunteer program could, in the long run, do more harm than good. Volunteers, if managed poorly, might be here today and gone tomorrow, causing staff and students to become alienated. Administrative expertise is required. The following considerations are offered as guidelines to help administrators begin and maintain a successful volunteer operation. The decision to incorporate volunteers into the program might depend upon the ability to satisfy these points:

1. Identifying the Need and Recruiting Volunteers. The reasons for incorporating a volunteer component into the program and the functions which the volunteers would perform must be well understood. It is helpful to solicit the opinions of staff and advisory committees before recruitment begins. Although it could be done through media channels such as newspaper, radio, and television, it is perhaps most effective on a person-to-person basis, with the assistance of the staff.
2. Orientation, Pre-Service, and Placement. Despite their good intentions, not all people were made to be volunteers. Orientation and pre-service training allow supervisors to assess and act upon the intention and competencies of volunteers. In order for persons to make a decision to be a

volunteer, they must be clear about the philosophy and goals of a program, as well as about the duties and the time commitment. Pre-service is the right time to deliver the necessary training and to give detailed instructions to volunteers. Such action will help to develope good commitment and working habits. No assumptions should be made regarding the expertise of volunteers to serve the public. Through orientation and pre-service, the correct fit between the program's needs and the abilities and willingness of volunteers can be made. When this happens, placement of volunteers becomes much easier.

3. Supervision. Spending time with volunteers and being aware of their successes and failure are the supervisor's keys to providing for them the right environment, materials, and resources. He or she should do whatever is possible to shape a satisfying learning experience for volunteers. The goals should be established and constantly evaluated and reestablished by both supervisor and volunteers.
4. In-Service Training. More often than not, volunteers desire personal growth. Often they view the time spent in volunteering as a learning experience, and it must be kept as such or else retention could become a problem. Volunteers do invest in professional training courses and workshops and sometimes perceive in-house training as an inducement. Always, the learning spirit must be kept alive for job satisfaction to remain high.
5. Recognition and Evaluation. After all is said and done, volunteers are people first with a need for respect, a recognition ceremony can do a person much good. Added responsibilities based on quality of service could also reward volunteers. Their performance must be assessed honestly and effectively, if evaluation is to be helpful. A complete evaluation, possibly followed by an adjustment of

assignments, may be the clincher in helping both volunteers and programs grow.

6. Funding. The above remarks would be incomplete without due consideration of the funding process. Volunteers are not paid, yet there are costs involved. Hidden costs such as telephone calls, postage, printing, materials, workshop expenses, and time spent supervising can add up. Often there are direct costs as well, such as award ceremonies, recognition dinners and, in some cases, transportation reimbursement, baby-sitting, and conference fees can be considerable. Thus, real decisions regarding the support of volunteers must be made, and any fears of staff allayed. Ivan Scheier, Director of the National Information Center of Volunteers, addresses six fears based on information gathered from numerous workshops in many parts of the United States:

   1) Fear: Volunteers won't be effective with people.
      Response: Volunteers have been effective with people in the past and, with good training, will continue to be.
   2) Fear: Volunteers will become intermediaries between staff and client.
      Response: The use of volunteers would enable paid staff to be more selective with regard to their caseloads and to concentrate more closely on cases requiring special attention. Also, paid staff often derive satisfaction from working with volunteers.
   3) Fear: Volunteers threaten my professional standing because if they do what I do free, then my job and the growth of adult education will be jeopardized.
      Response: Although unit costs are lowered, volunteers require more paid staff, not fewer and they add new dimensions to the professional challenge by involving citizens.

4) Fear: Volunteers may not be properly accountable or loyal to the program, but will do as they please.

Response: By providing process and structure to the role of volunteers, training programs instill accountability and loyalty.

5) Fear: We have never had volunteers before and the change will rock the boat.

Response: Volunteering has a long history and it is neither a radical nor a new idea.

6) Fear: We won't be able to speak critically to volunteers about their service.

Response: Volunteers offer a potential solution to a complex problem and usually welcome feedback about their performance. Further, incentives to volunteers are plainly understood which the volunteer must earn. It is wise to include provision for it, and also to outline the incentives which volunteers must earn, when defining the working relationship between paid staff and volunteers. The definition of that relationship is vital to the establishment of harmony.

WHERE DO WE GO FROM HERE?

Let it be clearly understood that voluntary action by itself is not a panacea for the woes of adult education. Rather, it is introduced here as a potential force which, when harnessed properly, can greatly aid the process of community awareness and involvement, produce increased numbers of trained and concerned staff, and ultimately, offer richer service to the population. Perhaps an understanding of the history and trends of voluntarism and the needs of volunteers would put adult educators in a more enlightened position to utilize this potentially effective program component. They would recognize that the profile of the volunteer has changed and that volunteering is not limited to any segment or group of society, and yet be realistic enough to know that not all willing volunteers will be effective with

the public. The motives of volunteers must be understood, effective training programs conducted, and good management practices delivered.

The future of voluntarism is, at best, an image; but like any other image, good voluntary practice tomorrow will emerge from careful planning today. The degree to which voluntarism will become an effective and viable human institution depends upon:

1. Public awareness of the need for and justification of volunteers.
2. The extension of voluntary opportunities to new untapped segments of society.
3. The establishments of innovative training approaches for volunteers.
4. Careful training of leaders and managers of volunteers.
5. Direct and thoughtful management, supervision and evaluation of volunteers.
6. The continued development of a caring society.

Voluntarism has been effective and has prospered in places where regional cooperation was possible and clearinghouse functions were made available. Hopefully, new cooperative models, involving local programs which have or desire to add volunteers, will be established. Training and research functions could be shared with a cooperating university providing services. It is suggested that some agencies and organizations in the Northern Illinois region might explore these possibilities.

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# Why Voluntarism? An Issue for the 70's And A Challenge for the 80's

John A. Niemi

Our question today, why voluntarism has several dimensions, which I want to explore in order to show why it is an issue for the waning years of the 70's and a challenge for the 80's. In this paper, I propose to deal with (1.) an analysis of the concept of voluntarism, (2.) the current need for volunteers in adult education, and (3) two sources from which volunteers could be drawn and innovative ways in which their talents could be put to use. The latter will appear as seven scenarios with which to "invent the future."

One approach to the concept of "voluntarism" is to analyze the structure which form the components of the larger concept. We can begin with the most basic form -- the voluntary act, which is some specific act, often an isolated one, taken by an individual or group -- for example, a person learns about the need for a specific blood type and volunteers to become a donor.

The next level is the voluntary role. Here, an individual or group faces a set of established expectations that are to be fulfilled through a series of voluntary acts. These two concepts -- the voluntary act and the voluntary role -- will be explored in two workshops, one by Paul Ilsley in his workshop on Literacy Volunteers and the other by Eve Stone in her workshop on women in voluntarism. Both will focus on the socially expected acts of individuals assuming voluntary roles.

The third level is the informal voluntary group. Although it lacks a formal leadership structure, its members perform voluntary acts in the community. Some of the advocacy groups about which Michael Collins will be speaking later, function initially in this manner and then, typically, begin focusing on specific goals and developing a formal leadership structure.

The fourth level is our voluntary sector of society, representing a whole complex of organizations which display substantial voluntary action goals. During the course of today and tomorrow morning, representatives from the following groups will share their experiences with you through a number of panels: Job Corps, Illinois Migrant Council, DeKalb Learning Exchange, Group Reading Academic Satellite Program (GRASP) Literacy Volunteers, Girl Scouts of America, Programmed Activities or Correctional Education (PACE) Pioneer Girls, Oakton Community College, and Retired Senior Volunteer Program (R.S.V.P.).

Finally, we have our voluntary society, which places a high level of reliance on voluntary action.[1] Interestingly enough, Alexis de Tocqueville, the perceptive Frenchman who visited our shores more than a century ago, articulated this latter concept (which he called "association") as early as 1835. In his book Democracy in America, he wrote:

> In no country in the world has the principle of association been more successfully used or applied to a greater multitude of objects than in America. Besides the permanent associations which are established by law... a vast number of others are formed and maintained by the agency of primary individuals...If a stoppage occurs in the thoroughfare...the neighbors immediately form themselves into a deliberate body...If some public pleasure is concerned, an association is formed to give more splendor and regularity to the entertainment...In the United States, associations are established to promote the public safety, commerce, industry, morality, and religion. There is no end which the human will despairs of attaining through the combined power of individuals united in a society.[2]

To pursue further our exploration of the concept of "voluntarism," you might wish to refer to Paul Ilsley's paper, "Voluntarism: An Action Proposal for Adult Educators," which was mailed to early registrants and received by the rest of you in your folders this morning. To scan the highlights of this approach, he describes five categories of voluntary action, as follows:

1) service-oriented, 2) issue or cause-oriented, 3) consumatory and self-expressive, 4) occupational/economic self-interest, and 5) philanthropic/funding voluntarism.[3] The first two categories are of prime concern to us in adult education.

The next question that aries is "Why are volunteers needed?" That question has been addressed by Dr. Cyril Houle of the University of Chicago, who conceived a "pyramid of leadership," which he described as follows:

> Insofar as a pattern may be discerned amid the bewildering variety of forms of leadership in adult education, it takes the general shape of a pyramid. This pyramid is divided horizontally into three levels which are essentially different, although at their edges they blend into one another, so that no sharp lines can be drawm to differentiate them. Let us look first at the whole pyramid and than turn back to examine each of its three levels.
>
> At the base of the pyramid is the largest group of people, those who serve as volunteers. Their number is legion and their influence is enormous. There is no brief way to indicate the scope and diversity of volunteer leadership ...
>
> At the intermediate level of the pyramid is a smaller group of persons, who as part of their paid employment, combine adult education function with the other duties which they perform. They include: general staff members on public libraries, museums, and settlement houses; school, college, and university faculty members who teach both young people and adults; educational officers in the armed forces; personnel workers in government and industry; and persons employed in mass media of communication.
>
> At the apex of the pyramid is the smallest group. It is composed of specialists who have a primary concern for adult education and basic career expectations in that field. They include: those who direct the adult education activities of public schools, universities, libraries, museums, social settlements, prisons, and other institutions; professors of adult education and others who provide training; those who concentrate on adult education on the staffs of voluntary associations or agencies concerned with health, safety, or other special interests; directors of training in government, industry, or labor unions; and most of the staff of the Cooperative Extension Service.[4]

It is important to realize that the purpose of Houle's model (Figure 1) was not meant to indicate status in a hierachy, but to

# HOULE'S

## TYPOLOGY OF LEADERSHIP

Fig. 1

illustrate the numerical size of the three levels and to show, graphically, that full-time staff could not function without the aid of part-time workers and volunteers. Furthermore, it points by implication to the responsibility that full-time staff bear to provide the training necessary for part-time workers and volunteers to fulfill their roles. Perhaps that responsibility can best be shown by an inverted triangle (Figure 2) superimposed on Houle's pyramid. This triangle signifies the amount of preparation that full-time, part-time, and volunteer staff need in order to discharge their responsibilities. Later today, we will turn our attention to this training.

Houle's model, then revealed the important role that volunteers were performing in adult education during the 1950's. What has happened from 1960 to 1978? In 1965, the Office of Manpower Research of the Department of Labor reported that in their survey, which ended with the month of November, 1965, 21.6 million persons over the age of fourteen volunteered their labor for some health, education, or welfare service.[5] The number was even greater in 1974, when, according to a Census Bureau Survey commissioned that year by ACTION, one out of four Americans over the age of thirteen undertook some form of volunteer work.. in other words nearly 37 million Americans.[6] While extensive use of volunteers continues to be a source of staffing for agencies in the private sector, the public sector, through its various levels of government, has instituted numerous programs that utilize volunteers in community action programs.

Now the question arises: If we have all of this commitment to voluntarism, why should it be an issue in the 70's? To answer the question, we must examine the needs in adult education, as demonstrated by "real" and potential participants. First, I want to make a general comment relative to the continuing lack of substantial financial support for adult education. As a result, only a moderate increase in participation by adults in formal adult education courses has occurred -- from approximately sixteen million in 1973 to over seventeen million in 1975.[7] According to DeCrow, the major source of

# TYPOLOGY OF LEADERSHIP

Fig.2

participants in current programs in the colleges and universities, two-year colleges, and public school systems is the middle-income white adults,[8] 55 percent of whom report a family income of over $10,000. Now set the figure of approximately 17 million beside the 1970 Census figure of almost 58 million adults with less than grade twelve education, and note that, of these, only 620,922 were enrolled in adult basic education courses in 1971.[9] That exercise should convince us as adult educators that we are reaching only a small fraction of adults with less than grade twelve education. These people tend to shun seeking further education as Kimmel indicates:

> One out of twenty-five adults who did not graduate from high school seeks further education; for those who graduate from high school, the proportion is three out of twenty-five; for those with some post-secondary education, the proportion rises to five out of twenty-five; and for college graduates, it peaks at eight out of twenty-five.[10]

One reason cited by Anderson and Niemi is that many under-educated adults distrust the institutional structures of schools and colleges and reject them in favor of small kinship, loyalty, or friendship groups.[11] With respect to the urban ABE student, the following profile emerges in a report by Mezirow, Darkenwald, and Knox:

> ...young to middle age, and employed as unskilled or semi-skilled laborers or service workers. If they speak English as their native language, they are, with few exceptions, Black and more likely to be women and somewhat older... Fifteen to twenty-five percent are on welfare. Although functionally illiterate, the majority have nine or more years of formal schooling...[12]

Incidently, the age of the ABE student is rising.

The above facts and figures should persuade us of the acute learning needs of the vast army of adults who face severe job and social limitations as a result of their low levels of education. The professionals and the part-time workers cannot tackle such a huge task alone. That is why the use of volunteers is rapidly becoming a major issue in the waning years of the 70's and a challenge for the 80's. A source from HEW recently reported that voluntarism is being proposed as an integral part of the Carter administration's

adult education plan. Major components of that plan will likely be new instructional approaches and an expanded delivery system that would involve any agency, organization, program, or group willing to assist the ABE population. An example would be the delivery of instruction via television at the place of work or at the public library.

If I were to condense into a brief statement a vital suggestion for meeting the challenge of the 80's, so far as volunteers are concerned, it would be to organize the great variety of sources from which volunteers could be drawn and to devise innovative ways in which their talents could be put to use.

With respect to the first point, time permits me to mention only two sources. One is the vastly increased number of males among the ranks of volunteers. An interesting scenario that has been presented in Oslo, Norway, involves pairs of couples hired by the same organization. The emphasis is on dual careers and on the swapping of roles. It works like this: husband and wife receive one salary for their two half-time positions. During weeks 1 and 3 of the month, husband A performs his job as a machinist and wife B performs her job as a secretary. During weeks 2 and 4, they are free, while husband B and wife A perform those jobs. This arrangement gives husbands a chance to experience the growing up of their children and to enjoy opportunities for greater participation as volunteers in community activities. A second scenario involves the recognition that volunteers from a specific ethnic background can, with some training, work very effectively with others in that milieu. An excellent example is the community VISTA program in rural Alaska, which trains native Alaskan adults as ABE teachers and community development officers. In a workshop that I conducted in Alaska, I was intrigued by the manner in which one of these people solved the problem of motivation within a class. He found that he was unable to get the older women from the village to move along in their books, because they did not want to show up the slowest member of the group. On his own, he designed a work bingo game, modified along the lines of

the village's most popular activity. The impasse was broken when his students became so caught up in the game that their previous concern was forgotten.

In discussing innovative ways in which volunteers could use their talents, I would like to begin with a problem in the area of adult basic education. There, a large number of people who are classified as "educationally deficient" are actually people who require special education for adults. Some experts have estimated that as many as 35 percent of them might have been enrolled in special education classes in their youth and that they now require further education to maintain their skills. Or perhaps they have never been identified as people with special learning needs. Whatever the case, the potential role of the volunteer seems clear. Many of the adults we have mentioned need individual tutoring in their homes to help them cope with the demands of society. Of course, the volunteer would need special training, which might include some components of the very successful home tutoring project conducted in Butte, Montana.

A third scenario relating to innovative approaches involves expansion of the roles of learning exchanges and other institutions to embrace programming for low-income groups, such as the so-called "disadvantaged" and the elderly. With the use of volunteers, programs could adopt a friends-helping-friends format.

A fourth scenario relates to volunteers assisting advocacy groups to plan programs. To be effective in that role, volunteers would have to possess the skills needed to use the videotape recorder (VTR) as a tool for ascertaining community needs and prioritizing them. This approach was pioneered by Canada's National Film Board in its Challenge for Change series. That series enabled volunteers and other members of a community to create strategies that would facilitate dialogue and help everyone to discern the problems more clearly. A good example is a project launched by the St. Jacques Citizens Committee of Montreal in 1968. Here is a comment about it:

> They went into the streets and interviewed the people about their problems, in order to learn more about the neighborhood and to make people think about what could be done. Then an edited half-hour tape was used to catalyze discussion at the beginning of a series of public meetings. The procedure was very effective; people plunged into the heart of the discussion, instead of being fearful about expressing themselves. The citizens also learned a lot about themselves in viewing themselves in action during meetings and in discussions.[13]

Incidentally, during this workshop, you will have a chance to view an adaptation of this approach here in Chicago. I refer to the tapes of Tedwilliam Theodore's Communication for Change project.

A fifth scenario, which is related to the previous one, emphasizes the desirability of establishing audio-visual equipment "stands" for use by members of the community. This media version of McDonald's hamburger chain could be operated by community libraries as satellite centers for making audio and video equipment available. This provision would help to overcome a major problem for volunteers involved with adult learners--getting hold of equipment from institutions like universities, colleges, and libraries. Canada's Challenge for Change project showed that adults in the community can be trusted to take care of such equipment. This same finding was reported by the staff at Cornell University, when they used audio-tape recorders with migrant, Spanish-speaking members of the community.

In the sixth scenario, volunteers take advantage of familiar technology at hand, like the telephone, and of more advanced technology. It might surprise you to hear that the telephone is one of the most important tools for volunteers, because it enables them to canvass a community and to become involved in its activities. The addition of a WATTS line would, in effect, open up a network over which volunteers on the local level could interact with others concerning similar problems; and so extend the boundaries of a learning exchange, for example, beyond the community. The

telephone can also be used to offer training classes for volunteers in remote parts of a state. Dr. Burton Kreitlow of the University of Wisconsin has pioneered this use of the telephone in offering adult education courses in Wisconsin. As for more advanced technology, volunteer training could be carried out by programs viewed at home through video-tape recorders. This revolution is, in fact, close at hand.

In a seventh scenario, greater efforts would be made to acquaint volunteers with the riches of information retrieval systems such as the National Information Center of Volunteers and the Educational Resources Information Center (ERIC). Volunteers who learn the skills by which to utilize these systems could assist other adults to assess their own needs, define their own problems, and contrive their own unique ways of solving them.

In conclusion, other scenarios could be written to illustrate ways in which volunteers could exploit their considerable talents and rich life experience in service to their communities. An important point to remember is that a traditional use of volunteers has been the use of volunteers innovative scenarios. With the increase of advocacy voluntarism, a logical innovation would be articulation between service and advocacy types of voluntarism in a community. I hope that the ones I have chosen will stir both volunteers and the people who train them to realize something of the value of innovative thinking and alternative approaches to old and new problems. To exercise our creativity and independence in this way is to approach Tough's concept of the ideal lifelong learner:

> The adult learner of the future will be highly competent in deciding what to learn, and in planning and arranging his own learning. He will successfully diagnose and solve almost any problem or difficulty that arises. He will obtain appropriate help competently and quickly, but only when necessary.[14]

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# VOLUNTARISM: STATE OF THE ART

Alice Leppert

Gaining an overview of a nationwide activity as diverse and pervasive as voluntarism and volunteering is both exciting and rewarding. Exciting, because the wide variety of activities, the many types of volunteers, and the whole range of social problems addressed by volunteers tantalize the imagination. Rewarding, because the effort to understand the main features of the landscape and to sense the meaning of the major movements brings the joy of discovering some of the best routes to the future. At the outset of any discussion of volunteering, it is instructive, then, to look at the national scene, the big picture, by reviewing the "state of the art." What is present reality? Are the writers and theorists of the movement in touch with actual volunteer programs and local needs? Where are the successful operations? What issues are coming to the fore? Are volunteers keeping up with the trends in the field? Exploration of these questions and others of a similar nature is vital to plotting the direction of a particular program. If the program veers off-course, everything else suffers, no matter how hard volunteers work on its behalf. Misinformation about the general state of affairs or the current trends in the field can wreck local efforts.

To illustrate this point, think for a moment about how necessary it is for criminal justice volunteers to understand the big trend toward community-based corrective measures such as the half-way house movement. If this strong trend were not generally comprehended, many uninformed volunteers would be working happily toward newer and bigger jails! Or looking at the future, suppose that volunteers in the child development field are slow to realize that the new I.R.S. rulings allow deductions for child care by grandmothers, not just for care in a center. Many golden opportunities to offer some training for grandmothers or to set up networks of family-based child care would be missed. Furthermore, the American public would be allowed to go on thinking that the day care center is the only wave of the future in the child care field.

The importance of having a sense of direction or an overview of significant trends can also be critical when it comes to volunteer programs related to the needs of undereducated adults. Lack of education is only one of many lacks suffered by the low-income person or family, and there is a growing trend toward comprehensive services covering the areas of health, education, social betterment and job opportunities. Therefore, volunteers in education who do not see the handwriting on the wall, and who stay separate as small entities, might someday wonder how it was that the action passed by their little corner.

If the importance of reflecting on where voluntarism is heading is granted, then what are some of the present-day elements in voluntarism and how are these interacting? To aid in visualizing the scene and to provide clarity for discussion, these two topics can be treated as separate groups, namely, structures and trends. The first group deals with forms and categories, the second with dynamism and movement. Like the biologist who investigates the whole world of the blood system by analyzing a drop of blood for its individual components, and then looks for the ways these components interact, the observer of the volunteer world can look at both structures and interaction so as to gain a meaningful picture.

To begin with visible forms, what are some of the main categories observable in today's world of voluntarism? First of all, there are group efforts and individual efforts. The individual efforts may go largely unnoticed and uncounted, but the impact is one of great magnitude. The tradition of personal, voluntary response to human needs without dependence on the government or some other authorized group is part of the American spirit and has served to undergird our democracy from the beginning. A case can also be made for the fact that the vision and enterprise of a single volunteer has antedated the creation of many group programs. In addition, many individual volunteers with special competencies in fields such as accounting, financial development, and public relations are freelance volunteers. They work on special assignments and do not look upon themselves as members of any volunteer agency.

The group volunteer efforts, of course, include many types. Most fall into the following major categories:

1. Agencies with specialized services for particular groups. The Girl Scouts and Meals on Wheels are illustrations.

2. Institution-based activities. These efforts were initiated by and are directly related to institutions such as hospitals, schools, museums, prisons, jails, welfare agencies, etc.

3. Community Development Programs and Self-Help Agencies. These are usually neighborhood groups with a variety of activities for low-income populations. Opportunities Industrilization Centers and Tribal Development Councils are examples.

4. Issue-oriented Groups. This category includes advocates for consumers and environmental causes and other movements related to legislative efforts and social issue questions. The Sierra Club and Common Cause are illustrative.

5. Generalized Constituency groups. This category includes the whole range of religious bodies, representing a tremendous volume of in-house volunteering. Since constituency groups have very large memberships and very diverse interests, their volunteering takes many forms.

Another way to conceptualize the structure of volunteer efforts is by field of service or action. The National Center of Voluntary Action list shows the following fields of service:

1. Civic Affairs
2. Communications
3. Coordinating and Recruiting
4. Cultural and Spiritual
5. Education
6. Environmental Affairs
7. Health, Physical/Mental
8. Parks and Recreation
9. Social Justice
10. Social Welfare

Structures to provide education and training for volunteers and volunteer leadership have followed closely on the heels of program initiation. Large agencies like the American Red Cross and specialized agencies like tutorial reading programs have set up their own training components. The Volunteer Bureau network specializes in training program coordinators and administrators, and the Voluntary Action Centers springing up in many communities also provide training workshops. At the most recent count, more than 80 colleges around the country offer

training experiences for volunteer leadership and several offer special certificate programs in the theory and management of volunteer activities.

Stronger channels for the dissemination of information on voluntarism are now in place. A major magazine called VAL (Voluntary Action Leadership) covers all aspects of the volunteer world, and there is a research magazine called the Journal of the Association of Voluntary Action Scholars. Two major volunteer-serving agencies, NCVA (The National Center for Voluntary Action) in Washington, D.C., and NICOV (The National Information Center on Volunteerism) in Boulder, Colorado, provide information, training and consultant services to the entire field.

Structures to promote coordination have been developed and are gaining strength. In local communities, the United Way, Community Service Boards, and the Black United Fund supply this type of leadership. On the national scene, the Alliance for Volunteerism is working to become the umbrella agency for many nationally-based volunteer groups. The Alliance was initiated by ten major volunteer agencies under a grant from Lilly Endowment, Inc., whose staff understood the necessity for a coordinating structure which eventually might include most agencies.

This brief snapshot review of the forms and structures can be a guide to a better understanding of the interactions which are now taking place. Some of these interactions or directional movements affect certain types of agencies more than others.

Several fundamental trends are emerging as a result of interactions among the structures of voluntarism itself and between these structures and the forces now at work in society. Firstly, there is a strong trend toward comprehensiveness. This is especially noticeable in agencies dealing with the needs of low-income families and older adults. For example, inner-city programs, minority-managed agencies, tribal groups and migrant programs are concerned with the whole spectrum of problems affecting a given group of people. Like the Job Corps, which pioneered this comprehensive approach on

a national scale, these agencies make available in one place a whole array of interventions, including job training, job placement, basic education, personal counseling, group behavior skills, hygiene, health and nutrition, child development classes, legal information, and cultural and hobby classes. This trend has significance for volunteer agencies with one specific thrust. To survive, they will need to become technical assistance agencies performing services for umbrella agencies on a contractual or agreement basis.

The comprehensiveness trend is also seen within issue-oriented agencies. The Audubon Society now welcomes non-bird watchers. The whole thrust of their agency has moved toward understanding and preserving the balance of nature against the encroachments of mindless change. Environmentalist volunteers have choices now among several comprehensive agencies. While the competition between these agencies will improve the performance of several of them, it will leave others with dwindling resources.

The response to the need for comprehensive approaches to societal ills among broad constituency organizations like religious bodies has been very illuminating. Some of these groups have narrowed rather than broadened their national approaches. By concentrating on issue-oriented approaches to the exclusion of community development in all its comprehensive aspects, much ground was unnecessarily lost in the last decade.

Some notable examples of agencies which identified the trend toward comprehensiveness are Volunteers in Probation, which merged into the larger framework of the new Volunteers in Criminal Justice, and Goodwill Industries, which began as a supplier of refurbished furniture at minimal cost and ended up as the outstanding organization for the training of handicapped workers.

A second major trend is the recognition that all agencies need improvement in management and policy-making skills. It is encouraging to note that community self-help project leadership also acknowledges this need, for many programs have been ineffective not because of lack of funding or hostility from community at large, but because

the fiscal, budgeting, planning and supervisory functions were minimal. Other agencies never accomplished their goals because board members and staff usurped each other's functions. Many volunteer agencies are still struggling with the question of priorities and never reach the level of effective action.

This need for improved management and policy-making skills is closely allied with the whole matter of accountability. The public has a right to expect accountability. The volunteers who support the agency have a right to expect accountability. The boards of agencies have a right to expect accountability on the part of the staff. The volunteers themselves are accountable for their assigned tasks. Each link in the chain can benefit from instruction related to accountability, and many colleges, training agencies and private consulting firms are aware of the growing possibilities of providing educational workshops for management and policy-making skills.

Thirdly, an atmosphere of strain and confusion is evident in the voluntary movement which touches some agencies more than others, but will ultimately touch all of them. The word "volunteer," for instance, is anathema in some circles. In ultra women's groups, the woman volunteer is pictured as the enemy--an unpaid worker who has no worth in our society and, what is more "reprehensible," shows no signs of repentance for the error of her ways. In some labor union circles, the volunteer in agencies subject to unionization is also the enemy. Nor do minority group leaders like the word "volunteer," because of the stereotypic image of the white, middle-class do-gooder. In addition, the word "volunteerism" retains many of the same derogatory connotations, even though some leaders prefer using it instead of the word "voluntarism". To these leaders, "voluntarism" includes so many non-governmental agencies that the whole beautiful feeling of the enterprising, voluntary spirit of the individual citizen evaporates into nothingness.

Another strain emerges in the heated discussions by theorists and leaders with strongly held, but differing notions about how

social change takes place for the better. The advocates of social change exclusively by confrontation and adversary relationships attack mainline volunteer agencies for not being as militant as they are. The fray is even appearing in print, for the whole world of voluntarism has now been discovered by sociologists, philosophers, and some adult educators. Among this group are those who advocate preferred methods of social change which are highly ideological by nature. Educational processes are too slow for them, and so is the laborious process of tempering points of view by a careful examination of possible outcomes, some of which may prove to be unhappy. One has only to recall the sad results of the advocacy of high-rise apartments for the urban poor and of welfare regulations which caused families to be deserted to understand that "good intentions" need scrutiny. Historically, most of the books on voluntarism were written by leaders who were close to volunteers and volunteer programs, but some of the more recent books are by authors who look upon voluntarism as a movement to penetrate society in order to fashion it according to their own particular way of thinking. This instrumental view of voluntarism has a following, and it is easy to see why some authors favor issue-advocate volunteers above services volunteers. However, the latter account for the largest number of volunteers, and they are found working for agencies which are desired by the people involved. Service volunteers often become policy-makers on an agency board, where social policy decisions are made, and serve as advocates.

Fourthly, fundamental changes have occurred in the way volunteers understand their role as volunteers. Consider, for instance, the changed perception of the transaction between two persons. Formerly, one was seen as the "giver" and the other as the "receiver." Now the emphasis is on the mutuality of the exchange. Both give and receive. Advantages come to both sides and the relationship is a mature, adult one. Seen in the new light of mutuality, even the relationship between the agency and the volunteer must be one of mutual satisfaction if it is to be lasting.

There is also a changed perception of the importance of recognizing the competencies and talents of volunteers. In shopping around for satisfactory agency partners, they look for places where their particular skills can flourish. The old approach to recruiting by picturing a desperate social need doesn't work as well as it used to, partly because not all social needs which agencies try to meet are desperate and partly because volunteers are increasingly wary of the old guilt ploy.

The human resources movement is responsible for part of this change. Everyone is a "resource" for some other person, but not everyone is a "resource" for everyone. Where individual talents are respected, the benefits to the whole enterprise become apparent. An outgrowth of this emphasis on human resource development is that volunteers, like paid workers, are beginning to develop loyalties to a field of service and not to an individual agency. To illustrate, management experts and financial advisors tend to volunteer their services to various agencies and to move around from agency to agency. Health and education volunteers often follow suit.

There is another changed perception which influences the way volunteers prefer to work. They no longer show much interest in carrying out tasks where they have not been asked for prior input. They want responsibility and decision-making opportunities, not detailed instructions about how to do every little task. They seek out volunteer opportunities where out-of-pocket expenses will be reimbursed, and they now know that some agencies provide accident insurance for volunteers and wonder why the practice isn't more widespread.

Volunteers also have new points of view about the value of volunteering as a stepping-stone for job openings. Many business and community agencies now possess job application forms with a whole section for volunteer activities. This practice reaffirms the fact that skills and talents are transferable from voluntary settings to the marketplace.

The profile of the pool of volunteers is showing some interesting departures, too. There is an increase in the level of education and the sense of independence on the part of the average volunteer. Consequently, the volunteer today shows little reluctance to point out ways to improve the operations they observe. Recently, a former school board president and Ph.D. volunteered to become a friendly visitor in a state-operated nursing home. The improvement suggestions came thick and fast and led to some overdue modifications. This experience is no longer uncommon.

It is noticeable that different types of volunteers are emerging. Low-income hospital volunteers are increasing, for example, and more teenage volunteers are being offered opportunities for service. The number of older adult volunteers is reaching new highs, and the fastest-growing group among volunteers is men. Minority representation is significant, if you count the numbers who manage or assist community development programs.

As for middle-class women who used to be the mainstays of voluntarism in the past, this group is now in today's labor market to an unprecedented degree. With this group, the pattern of voluntary activity is following the pattern of life-cycle changes. Young women volunteer for VISTA and the Peace Corps, the ACTION programs sponsored by the government. If they choose marriage and raise children, they volunteer for a period of years in agencies serving children or in agencies capitalizing on their special talents. During their years of full-time employment, they take on volunteer assignments utilizing their special skills and talents. In retirement years, they respond to volunteer opportunities sponsored by agencies which have earned their respect over the years as effective operations and which have shown a capacity to respect the contributions of older Americans.

Adult educators have quite a challenge before them. History reveals a very spotty record of initiatives taken. Indeed, other groups recognized the need for basic education before the educators did. The Department of Labor, not the U.S.O.E., saw the need for

basic skills for undereducated youth and put the Job Corps packet together. Less than a dozen State Departments of Education have contracts with volunteers for outreach tutoring programs. The time has come for adult educators to forge some alliances with the public and to move forward with programs which the community needs and will accept.

# MYTHS AND FEARS ABOUT VOLUNTEERS

Michael Collins

In considering negative attitudes toward volunteering, there is a strong temptation to dismiss them, on the basis of a few glib responses, as fairly inconsequential. However, even though plausible arguments can be mustered to counter many of the unfavorable assumptions about volunteers, organizers are likely to be more effective if they are sensitive to the negative attitudes held by some professionals and members of the public. It should be possible to recognize that there is an element of truth in all of the "myths and fears" cited in this paper without jeopardizing commitment to the cause of voluntarism. A well-run program which includes appropriate recruiting and training activities can expect to overcome negative attitudes and take full advantage of volunteer enthusiasm and idealism. In any event, an understanding of the following assumptions and apprehensions can only serve to improve working relations within organizations using volunteers.

The concerns about volunteers which are dealt with in this paper do not constitute an exhaustive list. However, an attempt has been made to include those criticisms which are most frequently levelled at volunteers.

## Volunteers Take Jobs of Professionals

There exists a strong feeling that volunteers pose a threat, especially in occupations where there is a shrinking labor market, because they "do jobs which should be remunerated".[1] However, there is an indication that the existence of volunteer activity creates more paid positions as the need for supervisory staff becomes apparent.[2] In addition, since the significance of social causes are underscored by the involvement of volunteers, funding may be acquired which, in turn, can lead to the establishment of paid positions. As volunteer organizations expand, more professionals are normally required. Volunteers tend to supplement, then, rather than supplant paid positions.[3] They are rarely expected to duplicate the roles of

professional personnel. Moreover, the presence of volunteer support allows paid staff to achieve more in the time available and to enjoy greater opportunity to be more creative.

Volunteers Will Decrease Staff Bargaining Power

This concern is an extension of the one previously examined and results from the belief that "volunteers are for free and they can do anything paid staff can do without special training". It is feared that the presence of volunteers will be used as a reason for cutting salary items in the budget or withholding legitimate pay increases. Volunteers are seen as a threat to professional status and economic welfare.[4]

Apart from the counter-arguments already considered, it should be emphasized that paid staff are usually protected by their own professional organizations. In addition, the process of orienting volunteers does bring home to administrators the difficulties encountered by full-time paid staff workers in their day-to-day jobs.

Volunteers are Difficult to Control and Lack Commitment

Volunteers cannot be controlled and so they might assume too much influence and power with clients and outside agencies. They often want to do "their own thing" in an inappropriate setting. As they are part-time and unpaid, they cannot be fired[5] or evaluated and are not accountable to the same extent as paid staff. For these reasons, they are less likely to be discreet and sensitive in matters of security and confidentiality. These dubious assumptions are based on a premise that a sense of responsibility and commitment can only be guaranteed by paying for them. As volunteers do not have so much at stake, the argument goes, they will not tend to be as loyal as paid workers and are more likely to censor the organization's activities. Moreover, they are "here today; gone tomorrow",[6] lacking persistence and continuity of purpose.

To a large extent, these fears can be laid to rest by the establishment of well organized volunteer development programs. There

is no reason why inept and irresponsible volunteers cannot be fired. Competent ones will probably welcome evaluation, especially if they are thinking in terms of full-time employment in the future. Rather than talk of "control," it might pay to introduce the practice of establishing contracts, which could be altered, according to circumstances, between individual volunteers and the organization. Hence, the expectations of the volunteers and the organization would be fairly prominent at all times. Within this content, volunteers should be allowed as wide a variety of experience as possible. The question of control need not arise. As for the turnover problem, it is unrealistic, and probably dysfunctional, to assume that volunteers will completely internalize the norms and long-term commitment of professional staff. Proper training and orientation will no doubt reduce the rate of turnover, but it should be borne in mind that a reasonable flow of volunteers in and out of an organization can have a revitalizing effect. In any event, to the extent that volunteers reduce the case loads of over-extended professionals, the clients are better served.

Well placed volunteers will become advocates for the programs they join. Inasmuch as their criticisms are accepted as conclusive, they can be a valuable source of new insights and inspiration. The addition of volunteers who now have to cope with institutional problems which they formerly had not perceived as outsiders means that professionals can share the responsibility for problematic aspects of the organization. The burden of responsibility does not fall entirely on paid staff.

Volunteers Pick and Choose Tasks

Volunteers are often viewed as dilettantes, just wanting to dabble in something new. Consequently, they will avoid essential routine and detail, although they are prepared to immerse themselves for a short while in more exciting projects.

There is no reason why it should not be made clear to volunteers, at the outset, that there are certain routine aspects of the

job which need to be done. On the other hand, it is incumbant upon the organizer to try to place the volunteer according to the expertize he or she is offering and to provide challenging assignments. In some instances, it is better to be forthright in making prospective volunteers aware of the fact that the organization cannot always provide the kind of stimulating tasks they are seeking.

Clubs for Bored Housewives

According to the Agency for Volunteer Service, 1975, the typical volunteer is still a married white woman, between 25 and 44, who holds a college degree and is in the upper income bracket.[7] However, there is an indication that the pattern is changing. The Canadian Council on Social Development reported that, in 1975, 44.5 percent of volunteers in Canada were men.[8] During the years 1965 to 1974, in the United States, there was a higher proportionate increase in the number of men volunteers. Between those two years, participation by men went from 15 percent of the population to 20 percent, for a gain of 32 percent. Comparable figures for women reveal an increase from 21 percent to 26 percent of the population, for a gain of only 23.8 percent.[9] In 1974, 41 percent of volunteers in the U.S. were men.[10]

Service Volunteering--Contrary to Women's Rights

At the 1974 Conference of the National Organization of Women (N.O.W.), a resolution was passed stating that women should only be "change oriented" volunteers. Service volunteering was viewed as nothing more than exploitation of women, designed to keep them in a subordinate position.[11]

There have been many rebuttals to N.O.W.'s position. For instance, Mary Poole, President of the National Council of Negro Women, claimed that "it's not service volunteering that degrades women; on the contrary, it's the prevailing attitude toward women that is degrading service volunteering."[12]

The debate on this issue is far from settled. Many women, who claim to be feminists, do not support the stance taken by N.O.W. at the 1974 Conference.

Volunteers Have Questionable Motives

A frequently expressed criticism of volunteers is that they tend to be "do-gooders" and perpetual crusaders. They are regarded as status seekers and "ego-trippers" who use volunteer programs in their quest for power and influence. On another level, they have been accused of assuaging guilt feelings and meeting unfulfilled personal needs.

It is not unreasonable to ask whether these accusations are levelled by critics who wish to justify their own non-participation. Besides, how important are these "questionable motives" if volunteers do a good job and clients' interests are not overlooked? The personal needs of volunteers can be openly acknowledged and, within reason, should be met. However, the needs of the client supercede those of the volunteer.

Volunteering is Restricted to More Favored Socio-Economic Groups

The basis of a commonly held assumption that "blue collar" workers and people from lower income groups have little affinity with volunteering, which is a middle class enterprise, is undermined by a report that 48 percent of Canadian Volunteers in 1975 had a family income of less than $12,000 per year.[13] Nevertheless, to further ensure that the concept of volunteering is extended throughout all sections of society, it is probably a good idea to pay expenses wherever feasible.

Volunteers Adopt a Paternalistic Approach

As patronizing attitudes are quickly sensed and resented by client groups, besides the fact that they are entirely inappropriate, training programs for volunteers should stress the essentially egalitarian nature of the enterprise and its fundamental characteristic of "friends helping friends." The democratic traditions of volunteer activity preclude the elitist postures of patronage and noblesse oblige.

After this review of (mis)apprehensions about volunteers, it is in order to attend to the warning issued by Gordon Manser and Rosemary Higgins Cass in Voluntarism at the Crossroads:

> When volunteers have other options for constructive activity, it is not likely that they will welcome being 'put down' by thoughtless professionals, as is sometimes the case.[14]

In closing, those inflexible critics of volunteers are reminded of a terse prediction from Edmund Burke:

> For the triumph of evil, it is only necessary for good people to do nothing.

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# THE PLACE OF VOLUNTEERS IN ADULT EDUCATION - DEVELOPING A RATIONALE AND SETTING GOALS

Panel #1

Moderator: Phyllis Cunningham, Associate Professor, Adult & Continuing Education, Northern Illinois University

Participants:

| | |
|---|---|
| Alice Leppert | Consultant in voluntarism, Church Women United, New York |
| Michael Obarski | Chairman of the Board, DeKalb Learning Exchange |
| Carver Wright | Co-ordinator, Job Corps Program, City Colleges of Chicago |

In setting up a volunteer organization, it is essential to have planned programming at the outset. At the risk of stating the obvious, goals must be set before such things as management skills can be examined and the various emerging tasks delegated.

In the case of the Learning Exchange, initially the director, having a goal in mind, assumed most of the management functions and supervised the volunteers in the tasks of operation. As the Exchange grew, the goals expanded to meet the increased use of its services.

Some other organizations use the "brainstorming" approach. Here, the staff list the jobs that they would like to do if they had the time, talent, and people. This list is displayed to the group who will be recipients of the volunteer service (the target group) and they, in turn, compile their own list of needs and expectations. Those items that the two lists do not have in common are eliminated, leaving a list of mutual, practical goals to work with. Today, volunteers are more educated than before, and so they can be -- and are -- more selective in their choice of organizations. The clientele are also becoming more sophisticated, knowing what they want, what they need, and how long it should take them to obtain results.

Adequate goal-setting can help clarify what is expected of both the volunteer and the client. If this activity is included in the orientation program, the fear of lack of commitment and

the subsequent turnover problems can be dealt with an noticeably alleviated.

It is important to stress the need for evaluating your program, in order to see what it is that attracts volunteers and what in some cases, turns them away. Adequate reaction from the volunteers themselves can help improve recruitment procedures. In this evaluation certain criteria should be met. First the objectives should be both specific and measurable. Secondly, they should be achievable and compatible with the overall mission of the organization. (The acronym SMAC is a helpful reminder.) Otherwise, potential volunteers might perceive weaknesses in the program and go elsewhere.

It is particularly important to set measurable goals where federal funding is used. If these goals are not met, there is a chance that the contract may not be renewed. One reason for the success of the joint venture between the Job Corps (a federally funded training program for young adults) and JACS (Joint Action in Community Services) is that they reached their target population - one of their goals. In defining goals for the volunteers, JACS makes a distinction between the professional counselor (the Corpsman) and the volunteer counselor. One of the volunteer's tasks is to alert the Corpsman to the alternatives, services and organizations within the community; the Corpsman makes the actual choice. It was noted that counselling is the main thrust of the JACS program and that more and more programs are using counselling techniques to encourage purposeful interaction between the volunteer and the client.

The profile of the volunteer is moving from "generalist" to "specialist," as the needs of the client group become more accurately identified. A good example of this necessary change in services is the Peace Corps. They began with "generalists," but later realized that specialists with particular skills in such areas as agriculture and language, for example, were needed to meet the desires of their client group and to help their goals. This trend is being reflected in other volunteer programs with smaller geographical limits. The specific talents of a volunteer can be identified and the needs of a client can be better served

by referring them to persons most familiar with the particular area of concern.

Some volunteer jobs, such as those associated with Learning Exchanges, are more task-oriented and do not involve as much personal contact or counselling as do other programs. Yet, public relations is an important aspect of their programs because of their unique function of bringing together people of similar interests. Though located in towns where there is a university, Learning Exchanges service the entire community, and it is thus that real recognition is gained. In many Learning Exchanges, adequate records are kept of the matchings that are made and, periodically, contact is made with these in order to obtain feedback. This is one way in which volunteer organizations can find out if their objectives have been reached. Because success is not based upon the number of people contacted, but upon the adequacy of services rendered, follow-up instruments can be designed which reflect the particular services of each organization. By this means, persons involved in volunteer programs would be able to judge how well they did in their goal-setting, and make any necessary adjustments.

# STRATEGIES FOR RECRUITMENT

Alice Leppert

All kinds of people volunteer now, and it is essential to recruit from the specific sub-group of volunteers having the talents and skills necessary for the specific assignment. It is wise not to recruit "Justa's" or "I'ma's" that is, "Just a volunteer" or "I'm a volunteer" types. You should be looking for skills and abilities in the same way you would look for them among professionals. Volunteers know their own abilities and like to have them recognized. To do this effectively, you must be clear about what you want the volunteer to do. It is advisable to begin by analyzing the assignment by asking what skills are part of this volunteer job description. You should be as definite as possible about these skills and also about the tasks which will be carried out by the volunteer. Do you want a manager type, an administrator, a recruiter of adult learners, a proposal writer, a public relations expert, a secretary, an aide, a teacher or a tutor?

When you're sure about the items on the job description, then it is time to identify the sub-group of potential volunteers which seems to have most of the qualifications you need. For example, if looking for someone to organize basic education materials into a library and work out a dissemination system, you should think about where these skills could be found in abundance. In other words, go to the nearest library and ask the reference librarian to locate a list of recent retirees on present staff and mine that lode.

Other illustrations to follow: If recruiting a volunteer math teacher or tutor, go right to the office of the personnel managers of notable firms in the area, like Bell or IBM, and get the names of people who are on their current lists of community volunteers or on their recently retired lists. Or ask the high school math teacher to release one of the brilliant but under-challenged students to coach your slow learners.

If recruiting a speaker on preventive health, call the Visiting Nurse Association, the nearest Health Maintenance Organization, or the head nurse of a teaching hospital.

If looking for a volunteer tutor or teacher in a G.E.D. class, ask around for former teachers of math, science, English and sociology.

If the need is for food purchasing and budgeting information, go to the nearest local office of the Extension Service of a land grant college.

If you need a manager-type volunteer, go to the Retired Teachers Association, the Association for Social Workers, or to a business school for a list of part-time executives or legal secretaries.

Seeking a minority outreach worker to recruit A.B.E. adult learners, go to see the heads of some well-established minority businesses in the community and ask for help in locating such a worker who, incidentally, might become one of the volunteers who should be reimbursed for transportation and lunch.

The above illustrations indicate that the way to recruit is changing. The mass media offer a chance to broadcast in a kind of shotgun approach. If you use mass approaches, the screening of volunteers has to be much more extensive. A more effective way is to use the rifle approach. Besides, your personal contact with community leaders is a lot more educational to you and beneficial to your program than advertisements are. Use them if you must, but never by themselves.

The approach just outlined is actually more revolutionary than one might think. It doesn't rely on selling your program by boasting about it. It does rely on good marketing principles which require that a provider of services must ask the consumer what is wanted and how it should be delivered. In somewhat the same way, recruitment strategies have to be matched to the kind of volunteer needed. So identify your sub-groups of volunteers and know what their specialities are, and then make the match between your specific needs and their specific talents.

The National Center for Voluntary Action has an excellent Reading List on Recruitment, and it is available to you. There are many techniques abroad, but the successful ones with today's volunteer must reflect a knowledge of how to ask for people by name and talent, not by saying, "I want a volunteer; anyone will do!"

In conclusion, here is one true life story of successful recruitment. The Director of the ABE Program for the Passaic, N.J., public schools was visited by a community worker who felt that volunteers might expand the scope of the program as reading tutors. The director said she needed a math teacher and, if the community worker could deliver a volunteer who could do the math, she would consider the reading tutors later. The community worker visited a retired Bell Telephone Co. executive who, in response to the challenge, worked as a volunteer in the program for many years. In addition, over twenty other volunteers were accepted as tutors and aides. The program became exemplary.

# A MODEL FOR THE ASSESSMENT OF NEEDED VOLUNTEER SKILLS

John A. Niemi

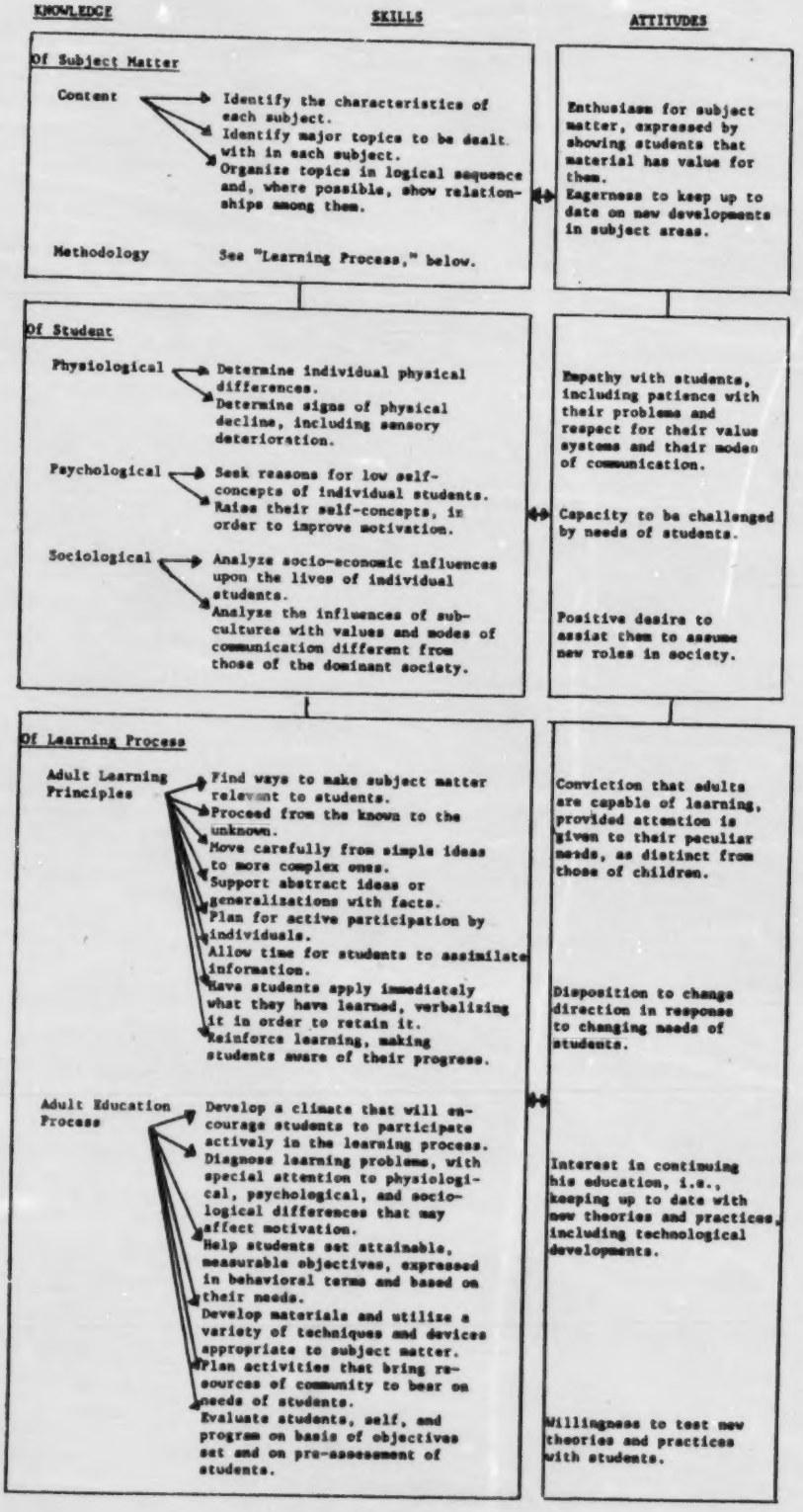
As I mentioned this morning, Houle's Typology of Leadership Model suggests that one of the responsibilities of full-time staff in adult education is to provide the training needed by volunteers in adult education to fulfill their roles. The model which I wish to share with you identifies the knowledge, skills, and attitudes which the adult basic education teacher should possess.[1] Although this model analyzes the training needed by volunteer teachers in ABE, it can and has been applied more generally to teachers and trainers working with professions and industry.[2,3]

Perhaps the chief value of such a model lies in its making explicit, and coherent, the relationships among Knowledge, Skills, and Attitudes, as they pertain to the Subject Matter, the Student, and the Learning Process. For the purpose of the model, "Skills" refer to specific competencies required of volunteer teachers and are stated in behavioral terms; "Attitudes" refer to characteristics, beliefs, or "feelings."

Subject Matter

Concerning the first category, Subject Matter, it is axiomatic that volunteer teachers must have a command of their materials. Such command includes understanding, for example, the characteristics, or distinctive features, of English, compared with arithmetic; the major topics or concerns of each subject area; and the relationships among them. As for attitude, volunteer teachers must display enthusiasm in presenting material to their students, helping them to see a purpose in what they learn. Research has demonstrated this attitude to be of crucial importance in teaching under-educated adults. It is likewise important that volunteer teachers keep up to date on new developments in their field. As for methodology, which brings Subject Matter and Student together, that topic is dealt with under the category Learning Process.

## A MODEL FOR IDENTIFYING THE KNOWLEDGE, SKILLS, AND ATTITUDES WHICH THE ADULT BASIC EDUCATION TEACHER SHOULD POSSESS


KNOWLEDGE
SKILLS
ATTITUDES
Of Subject Matter
Content
Identify the characteristics of each subject.
Identify major topics to be dealt with in each subject.
Organize topics in logical sequence and, where possible, show relationships among them.
Methodology
See "Learning Process," below.
Enthusiasm for subject matter, expressed by showing students that material has value for them.
Eagerness to keep up to date on new developments in subject areas.
Of Student
Physiological
Determine individual physical differences.
Determine signs of physical decline, including sensory deterioration.
Psychological
Seek reasons for low self-concepts of individual students.
Raise their self-concepts, in order to improve motivation.
Sociological
Analyze socio-economic influences upon the lives of individual students.
Analyze the influences of sub-cultures with values and modes of communication different from those of the dominant society.
Empathy with students, including patience with their problems and respect for their value systems and their modes of communication.
Capacity to be challenged by needs of students.
Positive desire to assist them to assume new roles in society.
Of Learning Process
Adult Learning Principles
Find ways to make subject matter relevant to students.
Proceed from the known to the unknown.
Move carefully from simple ideas to more complex ones.
Support abstract ideas or generalizations with facts.
Plan for active participation by individuals.
Allow time for students to assimilate information.
Have students apply immediately what they have learned, verbalizing it in order to retain it.
Reinforce learning, making students aware of their progress.
Adult Education Process
Develop a climate that will encourage students to participate actively in the learning process.
Diagnose learning problems, with special attention to physiological, psychological, and sociological differences that may affect motivation.
Help students set attainable, measurable objectives, expressed in behavioral terms and based on their needs.
Develop materials and utilize a variety of techniques and devices appropriate to subject matter.
Plan activities that bring resources of community to bear on needs of students.
Evaluate students, self, and program on basis of objectives set and on pre-assessment of students.
Conviction that adults are capable of learning, provided attention is given to their peculiar needs, as distinct from those of children.
Disposition to change direction in response to changing needs of students.
Interest in continuing his education, i.e., keeping up to date with new theories and practices, including technological developments.
Willingness to test new theories and practices with students.

Student

The second category, Student, encompasses the physiological, psychological, and sociological characteristics of under-educated adults, who generally comprise the low income population. Concerning the physiological, volunteer teachers must be informed about the changes that occur with human aging, for they may drastically affect the individual's ability to learn. Volunteer teachers who fail to realize that auditory and visual acuity, and energy, tend to decline with age might set unrealistic goals for their students and themselves. Moreover, the changes that normally occur with aging are often accelerated in the case of under-educated adults, because of inadequate health care, poor nutrition, sub-standard housing, and lack of recreation.

With reference to psychological characteristics, it is most important that volunteer teachers be aware of students often low self-concepts and accompanying lack of self-confidence; these can form serious barriers to motivation, or the will to learn. The causes are complex, but can often be traced to the fact that many under-educated adults have lived outside the mainstream of society most of their lives. As a result, compared with the middle class, their vocabularies and their language skills generally, as well as their thinking skills, have been restricted. Because many have experienced constant failure in life, they have low expectations of success. Obviously, the motivation of such people toward learning is very poor. It is specially difficult for them to participate in group activities, where they will be called upon to articulate their ideas.

In seeking answers for the low self-concepts and poor motivation of their individual students, volunteer teachers must utilize as fully as possible what is known about their socio-economic backgrounds, which foster many of their attitudes. And they consider honestly their own attitudes toward these sub-cultures.

To deal first with socio-economic factors, it is clear that the under-educated adult differs from the general population with

respect to education, income, employment, occupation, family size, health, and residence. Here, education is the crucial variable. To a great extent, it determines occupation, which in turn determines income, and all of these are related to family size, health, and residence. Typically, the poorly educated adult suffers extended periods of unemployment or is forced to accept jobs that are unskilled or semi-skilled in nature and that yield a low income. Concerning health, under-educated adults have a higher incidence of disease, more chronic illnesses, higher rates of infant mortality, lower life expectancy, and greater evidence of generally poor physical and mental health. Usually they live in dilapidated housing in segregated neighborhoods, where broken families are common and statistics of social deviancy and crime are disproportionately high.

Today it is well known that the socio-economic factors mentioned above, and the attitudes they engender, have created unique sub-cultures with characteristics quite distinct from those of the dominant middle class society. In teaching under-educated adults, volunteer teachers must realize that these sub-cultures have their own values and their own modes of communication. These values are expressed in a pragmatic way of life which, among other things, emphasizes present or short-term needs, instead of long-range planning that looks to the future. As for communication, these adults tend to think and speak in concrete terms, rather than abstract terms, and their limited vocabularies force them to rely heavily on non-verbal forms of communication.

Having analyzed the problems of their individual learners, volunteer teachers need to find ways to raise the confidence of learners in themselves and to create in them a thirst for learning. The learners' success will depend to a marked degree upon their own attitudes. As the model indicates, volunteer teachers' sense of empathy with the learners must include patience with problems dictated by physiological changes, by low self-confidence and poor motivation, and by the nature of the sub-cultures. However,

volunteer teachers, will have to watch that their overwhelming concern for those problems does not create in them an unconsciously negative attitude, especially toward the "live for today" philosophy of many learners and their modes of communication. For example, knowing the acute sensitivity of under-educated adults to non-verbal cues, volunteer teachers will not betray disdain by facial expression or gesture. They will be positive in their outlook, appreciating such values as the close kinship ties within the sub-cultures and respecting their modes of communication. As for communication, it must help volunteer teachers to know that scholars have increasingly judged the languages of the sub-cultures to be not "inferior," but grammatical and highly functional within the group. These attitudes on the part of volunteer teachers are crucial to their success in motivating learners. For to attack the values or the modes of communication within the sub-cultures, no matter how good the intent, is to attack learners and, in effect, to undo all the attempts to benefit them.

Learning Process

The third category, Learning Process, which encompasses adult learning principles and the adult education process, is closely tied to the other two categories, as volunteer teachers must have a knowledge of their subject matter and their learners in order to help them learn. Here are some examples of how volunteer teachers can intelligently relate adult learning principles to the presentation of their subject matter, as well as to some characteristics of their students. An awareness of their limited ability to think in abstract terms should impel volunteer teachers in organizing their subject matter, to move from simple ideas, stated in concrete language, to more complex or abstract, ideas, and to support any generalizations he makes with "hard" facts. Or volunteer teachers who understand the low self-concepts of their students, and the effect upon their motivation, will allow adequate time in which to cover material. If teachers proceed too quickly, they will soon find that their students, discouraged and unable to keep up, will

drop out. Volunteer teachers should always make the subject matter relevant to their students, e.g., by citing illustrations that have meaning for them and by encouraging them to cite illustrations. Finally, volunteer teachers who recognize their students' penchant for quick "returns," will make sure that the subject matter appears immediately useful to them.

The adult education process involves setting up operations to put the learning principles into practice. The importance of establishing a favorable climate for learning, based on positive relationships between volunteer teachers and students and fostering active participation by them, can hardly be over-stated. Volunteer teachers must be able to diagnose individual learning problems and to help students set behavioral objectives accordingly. Always, they must take into account that these students tend to be rigid in their thinking and impatient in the pursuit of learning, and to have poor work habits. In the initial stages, then, the objectives might be of the kind that require simply the recall of facts. As the students move into more complex material, the emphasis will be on objectives that require them to analyze or to synthesize what they have learned. Constantly keeping in mind that each individual has unique problems, responds to a different kind of motivation, and learns at a different rate, volunteer teachers will vary their materials and techniques. Finally the adult education process demands from volunteer teachers much skill of evaluating the students, themselves, and the program. Such evaluation should begin in the early stages of a program, when objectives are being designed, and should act as a continuous check on the degree to which they are being achieved.

In the Learning Process category, as in the categories of Subject Matter and Student, the attitude of volunteer teachers is of vital importance. They need to hold, and to make known to their students, an active conviction that they can learn; and teachers must be flexible enough to alter their course of action when they perceive that students are confused or fatigued. Finally,

volunteer teachers' own interest in keeping up to date with new theories and practices must be matched by a willingness to experiment with them.

In summary, the model presents a rather formidable range of Knowledge, Skills, and Attitudes. The model is probably "ideal," in that few of us could claim such qualifications. But it is hoped that the model, based as it is upon research or under-educated adults, will have something useful to say to volunteer teachers and to the persons who select and train them.

One implication of this model for training is that it could be used as the basis for self-assessment by volunteer teachers. The administrator of volunteer programs can devise a self-evaluation instrument to enable volunteer teachers to determine their own levels of need. To close my presentation, I want to give two examples of what might be included in a self-assessment instrument for volunteer teachers.

(1) APPLYING WHAT YOU HAVE LEARNED TO YOUR JOB AS A VOLUNTEER TEACHER

A good volunteer teacher provides learning opportunities that take into account the characteristics of adult basic education students.

Self Rating

| | Don't Know | Weak | Fair | Strong | Recommendations |
|---|---|---|---|---|---|
| 1) Do I understand the physiological changes that occur in the aging process? | | | | | |
| 2) Do I know the reasons for low self-concepts held by individual students? | | | | | |
| 3) Am I able to determine reasons for differences in modes of communication? | | | | | |

2) HOW ADULTS LEARN

A good volunteer teacher is able to help others learn. He/she understands how adults learn and applies this knowledge with increasing competence.

| | Don't Know | Weak | Fair | Strong | Recommendation for future training |
|---|---|---|---|---|---|
| 1) Do I have knowledge of current adult learning theories? | | | | | |
| 2) Am I able to select and use appropriate teaching techniques (e.g. lecture, buzz groups, etc.)? | | | | | |
| 3) Am I able to select and create appropriate learning aids (e.g. films, charts, tapes, etc.)? | | | | | |

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# ORIENTATION AND TRAINING OF VOLUNTEERS
## Panel #2

Moderator: Dr. John A. Niemi — Facilitator: Mrs. Alice Leppert

Participants:

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|---|---|
| Cheryl Esbrook | Training Director, Girl Scout Council |
| Ronnie Britan | Staff of Project GRASP |
| Virginia Patterson | President, Pioneer Girls, Inc. |

In her book The Effective Management of Volunteer Programs, Marlene Wilson sees training as "meant to encompass anything that helps to increase the realization of a person's or organization's potential." It is, indeed, the actual development of human resources which, in voluntary organizations particularly, can be assisted through based on a well-organized orientation and training design. The philosophy and objectives of such a program (discussed in Panel #1) should be written out, with the content areas specified. Methods, techniques, and materials to be used should be identified and described as they relate specifically to the goals of the organization. Such procedures would benefit staff who have been chosen as trainers, by showing them their expected duties and responsibilities in the training of volunteers.

Orientation or pre-job training introduces the volunteer to the organization and staff and, more often than not, features lectures, slides, and informational literature. During this period of aquaintance, the volunteer becomes aware of the program's purpose, begins to evaluate it, and learns what tasks and responsibilities are expected of him or her.

Though the basic guidelines for orientation are similar in most voluntary organizations, their implementation and the techniques used vary according to the services offered. At Pioneer Girls, Inc., for instance, this period is used to describe and discuss the various clubs and camp programs that are offered. On the other hand, Project GRASP, whose trained tutors (volunteers) work with individuals rather than groups, employ this time to show trainees the materials that are used and the record-keeping systems. Orientation in the Girl Scout Council is frequently conducted by the person who recruits the troopleader

and includes, among many other items, a needs assessment for training and a job agreement (an individual agreement, that goes beyond the job description, between the troop leader and the consultant).

A job description is also called for by Pioneer Girls, Inc., but during on-the-job training, not during orientation. Each individual is involved in personalizing a standardized job description that sets forth standards and goals. In its training program (or workshop as it is called) Project GRASP teaches fundamental instructional strategies to the volunteer. These techniques are explained and their application is demonstrated through the use of actual materials. Many handouts are distributed, containing advice on reading difficulties and other problems that might arise. Upon completion of the workshop, the volunteer (now a tutor) is assigned a student.

Interestingly, formal training for the Girl Scout Council in the Northwest Cook County area is voluntary. It is announced in a training calendar as if it were an entire course (10 hours), but is modular in concept. New leaders are guided to register for those sessions which meet their needs. (Previous experience counts here. For instance, a seasoned social worker would be counselled out of a session on "girl behavior".) Ultimately, leaders receive a card or certificate testifying to completion of the training task.

Trainers for troop leaders and other volunteer positions are themselves volunteers from a variety of backgrounds. Because they are a much smaller group and represent a much greater span of differences in experience, the training or learning needs that they request are assessed on a one-to-one basis in individual conferences with the Training Director. It is often difficult to arrange a formal course in educational theory, classroom instruction, and use of audio-visual equipment because of the locale, the time of day (some are "weekday only" people, others are "evening only") and size of group. Accordingly, the apprenticing of a new trainer to an experienced one is often delayed until a group of 8 or more new trainers can be assembled. Trainers are given opportunities to

put limits on times, days, and location of courses they will give.

When a person volunteers for a job, he or she wants to be involved right away and, frequently, the time spent in training might be perceived as an obstacle. Here are a few tips: the closer the timing of training is to the time of recruitment the better; training should be as short and concise as possible; volunteers frequently want to be "spoon-fed" (the Girl Scout Council's individualized study methods have not enjoyed much success with their volunteers); meet the questions of the volunteer when they come up not later.

One way to evaluate a training program is to measure the effectiveness of the volunteer, but it is not always easy to obtain measurable results. However, feedback from the volunteers themselves can be an invaluable aid. At Project GRASP volunteers hold in-service meetings to discuss their problems. At Pioneer Girls, Inc., volunteers organize their own staff conferences, at which the content is structured according to their needs. Once a year they meet with the paid staff to discuss any issues that have come up over the previous year. On the basis of such input from volunteers, an effective training program can be designed. Meetings such as these also serve to build in volunteers a sense of identification with the organization and with continuous learning which, in turn, leads to greater commitment and dedication to the program - an enviable asset to any voluntary association.

# PREPARING AND TRAINING THE VOLUNTEER COORDINATOR: A MODEL FOR PROGRAM MANAGEMENT

Paul Ilsely

Why train volunteer coordinators? What are some of the necessary elements of effective volunteer coordinator training? To what extent to differing types of volunteer organizations require differing leadership abilities? Are there skills common to all effective volunteer coordinators? These are important questions to be addressed. Based on the assumptions that (1) volunteer coordinator training is important and (2) there are both specific and general skills required of volunteer coordinators, this presentation will be divided into two parts. The first will consist of an examination of how goals and leadership styles differ among volunteer programs. To this end, an attempt will be made to categorize types of volunteer programs. From this vantage point, perhaps those who coordinate volunteers could ascertain the direction and specifics of effective training. The second part will focus on a host of volunteer management components that might serve as a basis for a coordinator training curriculum. Due to time limitations, the discussion might raise more questions than it answers. To cover exhaustively these issues is simply out of the question. Rather, let us explore some highlights of the training of volunteer coordinators, especially its processes, in the hope that the questions we have raised might be addressed in the future.

The importance of volunteer coordinator training cannot be over-stated. As Mr. Collins suggested in his earlier presentation, the haphazard utilization of volunteers and the fears held by paid personnel and decision-makers about bringing volunteers into large institutions could be minimized by well-organized, thoughtful volunteer training and supervision. Indeed, good volunteer coordinator training might be the clincher for maintaining a strong voluntary program. This becomes apparent when the extent of management

responsibilities is made clear. To cite specific examples, let us recapitulate some of the more frequent concerns:

1. Volunteers will assume too much control over client groups.
2. Volunteers will not be accountable to supervisors.
3. Volunteers will want to "do their own thing" in an inappropriate setting.
4. Volunteers will lack commitment, tending to be here today and gone tomorrow.
5. Volunteers will be disloyal and will scrutinize many facets of the program with a critical but untrained eye.
6. Volunteers will create breaches of confidence.

Such fears could be allievated through provision of a structure and learning opportunities for volunteers. As Mr. Collins pointed out, the key element seems to be the building of volunteer commitment by offering volunteers a congenial learning environment or some other kind of "motivation paycheck." Specifically, this means high quality orientation, pre-service and in-service training, supervision, and evaluation of volunteers--the onus for which falls on the shoulders of the volunteer coordinator. Given the complex nature of volunteer programs, the volunteer coordinator must have or acquire leadership ability or face dire consequences.

To what extent do those responsibilities and the accompanying need for specific leadership abilities vary according to type of volunteer program? With the advent of proactive treatment of voluntarism, we are witnessing new, positive modes of training, much of which depends upon and emerges from the specifics of the programs. Thus far we have viewed voluntarism in many forms and have observed attempts to categorize volunteering according to purpose, structure, and setting. Mrs. Leppert shared with us two ways of categorizing volunteers. The first was by the type of voluntary action, that is, Issue-Oriented, Service-Oriented, Institution-Based, Community Development, and Generalized Constituency Groups. The second was by the specific field of voluntary service or action, such as Civic Affairs, Communications, and Education, to name but a few. These examples suffice to illustrate that many types of voluntary action

do exist within every specific field of voluntary action. Hence, we find Issue-Oriented and Service-Oriented volunteers, as well as Institution-Based volunteers, working within the fields of civic affairs, communications, and education. The appropriate matrix is indicative of the larger picture of voluntarism and suggests the need for specific leadership skills matched to the type of voluntary action and structure.

Among the many types of volunteer programs, certain dichotomies can be drawn which might call for additional leadership skills. The first dichotomy relates to institutional support. Volunteer programs which rely on larger institutions for their existence that is, institutional volunteer programs can be separated from those which stand alone, that is, all volunteer programs. The leaders of the former type bear responsibility for orienting higher administrators and officials, as well as other paid personnel, to the various phases of the volunteer program and for building a sense of harmony among various factions. The volunteer coordinator must be insightful enough to realize the needs and goals of the larger organization and to envisage how the volunteer program might effect them. This entails being alert to any signs of conflict and quick to respond creatively. Often the bringing of paid personnel into the volunteer orientation and training processes can avert trouble while promoting good communication. All volunteer programs, on the otherhand, usually require chiefly, leaders who can raise funds and speak in public. Indeed, survival of a program might depend upon this ability. In addition, the leader must be a competent organizer, maintain a consistent pace, and keep morale high.

The second dichotomy, linked with the first, concerns the degree of formality. Formally structured volunteer organizations usually work toward long-range goals, have explicit training and behavior standards, and are often well-established. Examples include the Girl Scouts, the Red Cross, and the Peace Corps. Leaders of such organizations need a sense of structure and should have internalized the goals of the organization. This often means following the rules

and procedures manuals and administering according to schedules. The ability to follow and give instructions is paramount. Informally structured volunteer organizations on the other hand, tend to be temporary, reaching for short-range goals in ad hoc fashion. Their success might depend upon a leader's model of behavior--whether he or she is charismatic, possess an ability to generate enthusiasm, and is constantly aware of the population to be served. Examples are community cause groups, tax reform groups, and legislative action groups.

These dichotomies serve as illustrations and are not necessarily the rule. A more realistic picture would show combinations of the above types and, therefore, a combination of leadership abilities. These abilities would repay further study.

Regardless of the type of organization, all volunteer coordinators encounter certain problems. It could be that the following components require clarification and amplification according to the type of voluntary organization.

Identifying the Need and Recruiting Volunteers

To borrow from Mrs. Leppert's presentation yesterday, a strong link between identifying the need and recruiting volunteers is suggested. This means determining the motives of the volunteers and then building on that knowledge to design effective programs. She elaborated the point that identifying the need and recruiting volunteers often involves marketing a product, or reaching the public with a logical "motivation paycheck" for recruitment purposes. Once the purpose of the program has been addressed and determined, the job becomes selling of that product. In recruiting volunteers the task is simply getting others to do something you want them to do and committing their time and energy in return for some benefits. The volunteer coordinator, or recruiter, must understand what people want in return for their commitment to the organization. The experience, satisfaction, and learning they receive is often their motivation paycheck. This knowledge is at least as important as a knowledge of actual recruiting techniques because, without this understanding, recruiting efforts would be hit or miss, and the risk

of turnover rate would be high. Some examples of recruiting techniques are as follows:

Speaking to service clubs, universities, churches, and synogogues;

Brochures appealing to people's motives;

Public relations, not just stories but genuine articles getting to the heart of the organization;

Open house

Orientation

Not all people were meant to be volunteers. Even if they have laudable motives, some people simply do not possess the skill and ability to be a helping agent. In the same way, not all organizations are worthy of a volunteer's time. They might have characteristics that simply do not agree with a volunteer's ethics, goals, or attitudes. Orientation is a time to discover such discrepancies. It is important for the organization to find out about the motives, abilities, and goals of the volunteer and for the volunteer to find out about the goals and purposes of the organization. These purposes could be achieved by arranging interviews between the volunteer, and the staff, clients, and administrators. These interviews should elicit the reason why the potential volunteer came and what his or her capabilities and goals are. Also, a knowledge of his or her interests, hobbies, and other time commitments could be an important factor in determining suitability for the proposed role. The volunteer should always know exactly what would be expected, what some of the broader policies are, how the supervision works, and the degree of responsibility or authority he/she would assume.

Pre-service or Training

Pre-service for volunteers offer the appropriate time to provide the training necessary for them to do their task. Formal volunteer organizations normally do a good job. The training should be specific, detailed, and directly related to the task at hand.

Many administrators believe that it is better to have no volunteers than to have some who have not been trained. Nothing concerning a person's abilities should be taken for granted or else the long-range future of the volunteer program will become jeopardized. Good training can provide incentives, reduce turnover, and build teamwork.

Placement

Placement means matching the volunteer with a regular staff person or assign the volunteer to a particular task. If the volunteer is to work with people, then the placement requires careful thought. Will the personalities match or complement each other? Will their values clash? Will it be hard for one or the other to concentrate on the task? Will they learn from each other? It is important that the volunteer coordinator realize the elements of this relationship.

Supervision

Volunteers should be regarded as serious workers who can deal with responsibilities and who desire supervision. What is needed is open, honest, and on-going discussion of the volunteer's performance. Awareness of a volunteer's successes and failures is the key to providing him or her the right environment, materials, and resources. Whether supervision is done by the volunteer coordinator, paid staff, or other volunteers, it is essential to the volunteer and it is certainly vital to the program.

In-service Training

More often than not, volunteers desire learning. It is a key motivator and, as such, must be kept alive, not only on the job, but also in courses, workshops, and conventions. Over 80 universities offer courses in voluntarism, and hundreds of agencies provide specific skill training for volunteers. Programs that can assist with tuition or registration fees of courses and workshops are naturally attractive to volunteers. Still, volunteers will pay to attend training programs, and the supervisor or coordinator should alert them to opportunities.

Training is important because it leads growth. It is even more desirable that the organization offer in-house training to volunteer staff. Together they might discover new trends in the field, new techniques, and materials that may be important.

Recognition and Evaluation

A presentation later in the day will address this subject, and so will be treated minimally here. Recognizing the volunteers are important and letting them know how much their work is appreciated is vital. No one wants to be taken for granted. Volunteers are people first, with needs and self-images, like everyone else.

Funding

It takes time and money to run a volunteer program, and the costs can be high. Direct costs such as use of telephone, mail, printing, materials, and time spent supervising can add up. Other direct costs might include workshop expenses, award ceremonies, child care, and conference fees. Voluntary organizations which rely on larger institutions for support might not have the same need for fund raising. However, they must be accountable for the funds spent.

The above volunteer management model might, in the future, serve as a beginning guide for curriculum design for the volunteer coordinator. It must be emphasized that a well-designed curriculum is not enough. It should have the quality of humanism that is expressed in following attitudes: belief in human potential, commitment to the growth of the community, ability to motivate others, and, finally, to place service to people above the concerns of the organization or self.

EVALUATION AND RECOGNITION
Panel #3

Moderator: Dr. John A. Niemi  Facilitator: Mrs. Alice Leppert

Participants:

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|---|---|
| Joel Ayres | Director, PACE Institute, Inc. |
| Sarah Bartlett | Staff, Hull House R.S.V.P. |
| Virginia Patterson | President, Pioneer Girls, Inc. |

The important topic of evaluation of volunteer staff had been raised earlier in the day in some of the questions and comments arising from prior presentations. The panel began by pointing out the importance of evaluation to any organization using volunteers. This "Why" question was seen as essential to administrators and volunteers alike. Without a proper plan, there would be limited data on which administrators could base their measurement of the effectiveness of volunteers in carrying out their assignments. This task was viewed as an on-going process involving the volunteers themselves. With some organizations, like Pioneer Girls, after orientation and training, a standard job description is adjusted to the amount of time a volunteer can give and to the abilities and interest of a volunteer. The standards and goals that are then worked out with each volunteer become the basis for evaluation in a face-to-face session. This structured approach to evaluation also answers the What, Who, How, When, and Where questions of this organization.

In Programmed Activities for Correctional Education (P.A.C.E.), a less structured approach is used to evaluate the volunteer tutor in an adult basic education program. At the end of a six-week period, inmate students are asked whether they wish to continue with their volunteer tutor. In addition, adult basic education teachers learn, by word of mouth, who are the effective volunteer tutors.

The importance of evaluating volunteers who are not involved in a training or tutoring role was brought out during discussion by the panel members representing the Retired Senior Volunteer Program (R.S.V.P.). In that organization, volunteers were used

to fill a multitude of roles varying from basic office skills to driving and evaluation was incorporated in the day-to-day operations. By knowing the volunteers and their capabilities administrators are able to provide important feedback on an informal basis.

All panel members were in agreement concerning the importance of awarding recognition to volunteers for a job well done. One way is through informal acknowledgment on the job. Formal recognition through special award ceremonies and dinners was seen as a means by which an organization might show appreciation to volunteers. It was generally agreed by the panel that a volunteer's motivation for participation in the program--whether social interaction, improved opportunities for employment, or a chance to offer his/her abilities--deserves some kind of award. The giving of pins, plaques, or certificates is one small way in which an organization emphasizes the value of volunteers to its operation. Such awards offer encouragement to volunteers to continue to make effective contributions to the organization.

# An Examination of Literacy Volunteers of America, Inc.

Workshop #1 Paul Ilsley

This workshop utilized the lecture/discussion approach to examine the purpose, methods, and organizational structure of Literacy Volunteers of America, Inc. (LVA) Participants examined LVA materials while the following information was shared with them.

## Description

Literacy Volunteers of America (LVA) was founded in 1962 in Syracuse, New York. Self-supporting affiliates were established throughout New York state and them in neighboring Northeastern states. In order to demonstrate its growing national character, LVA became incorporated in 1972. Its purpose, which is to eradicate illiteracy by providing precision training to volunteers, has remained unchanged.

LVA places heavy emphasis on comprehensive training for volunteer tutors who train illiterates from zero to fifth grade reading level. The training, geared for those with high school ability, utilizes techniques such as slides and tapes, live demonstrations, and practice in such training is spread over eighteen hours (usually broken down into six, three-hour workshops). The training provides four basic techniques for the teaching of reading, how to effectively combine these approaches, student motivation, diagnosis, lesson planning, and materials usage. The four basic techniques include:

1. The Experience Story. It is a story based on the student's own expression, interest or experience. The tutor writes the words of the student verbatim, and then teaches the student to read his or her own words. This technique additionally serves as a basis for other techniques.
2. Sight Words. This technique helps non-readers master key words using non-phonetic approaches, enabling such persons to recognize the words by sight.

3. Phonics. This technique allows for the teaching of sounds of letters, blends, digraphs, suffixes, prefixes, and other letter clusters.
4. Phonics in Pattern. This technique helps familiarize low-level adult readers with groups of word families or the relationship of like-letter rhyming clusters.

Tutors are given or sold the texts Tutor (Techniques Used in The Teaching of Reading) and Read (Reading Evaluation and Adult Diagnosis) which are published by LVA. They provide sufficient reference information to eliminate any need for notetaking during the sessions. Tutor provides step-by-step instructions for administering the techniques, motivation tips, word group lists, motivation and reinforcement guides, and a rationale for the teaching of reading.

Read is a diagnostic instrument which is administered on a one-on-one basis and which normally consumes a half-hour to one hour. It provides diagnostic information about basic sight words, word analysis skills, reading in context, and reading and listening comprehension. The student is placed at one of ten levels, each representing one-half year, and instructed accordingly. Instructional tips accompany each of 48 skills tested, and students are advised on their level.

Methods of Delivery

A. Local Affiliates. LVA puts much stock in local semi-autonomous units called "affiliates." The initial leadership training is performed either by paid LVA personnel or by neighboring affiliate volunteers. Subsequently, recruitment of both tutors and students, training, placement, supervision, evaluation, recognition, fund-raising, public relations, and record-keeping are handled by affiliate members. Explicit training instructions are provided in the text Basic Reading Workshop Leaders Handbook, copies of which are given to affiliate leaders. LVA also provides a Public Relations Handbook and a Comprehensive Bibliography. The training slides and tapes are lent, occasionally on a permanent loan basis, to affiliates by the home office.

The organization of affiliates is spelled out in the text, Policies and Procedures Handbook, which provides guidance in training, operational sub-programs, requirements for membership, fund-raising, and other organizational areas. LVA suggests a network of functions designed to promote good utilization of all members, while avoiding an overly heavy burden on any member. LVA also maps out in-service programming, strongly advocating their own annual nationwide volunteer convention for tutors and leaders.

Community linkages and guidelines for working with related agencies is important to LVA affiliates. Such linkages include adult basic education (ABE), corrections programs, business and industry, university programs, in-school teen programs, and library programs. Coordination can aid in the processes of referral of students, recruitment of volunteers, fund-raising, and materials acquisition.

B. Technical Assistance Programs. LVA has offered technical assistance to the above agencies. Whether agencies behave and respond as affiliates, purchase tapes and materials in order to act on its own, or simply receives a one-shot training program depends on the needs of the individual agency and the terms of the agreement with the home office. In some states, there is little difference between ABE and Literacy Volunteers, where the two have become incorporated at the state level. In other states, grants have been given to LVA to achieve specific training or organizational ends in such areas as corrections, library services, and public school education. Additional training programs in Learning Disabilities and English as a Second Language have been developed along with the Basic Reading Workshop, and it is expected that LVA will diversify even further.

Advantages

LVA is well-grounded and well-organized. Its record demonstrates its success, and apparently point to a need for more relatively inexpensive methods of literacy training or for its own expansion. Although somewhat controversial as to their effectiveness,

materials are viewed as adequate to good. The READ test, for example, is comprehensive in comparison to other adult reading diagnostic instruments and has the additional advantage of fitting instructional techniques. The training is useful for ABE teachers and others who teach reading. LVA tutors often desire training; and, if such training is delivered properly, enthusiasm tends to remain high, causing both tutors and students to gain a very valuable learning experience.

Disadvantages

Like other recipe-oriented approaches to education, LVA techniques tend to cause tutors to be inflexible and unresponsive to student needs. The materials are viewed by some professionals as degrading and incomplete, even for adults with high school ability, and audio-visual techniques are poor to low-grade. The READ test, while comprehensive, is long and complex, and is often administered contrary to the instructions. Once students reach the fifth grade level, they are often sent away to fend for themselves, because of tutors' inability to show them additional sources of education such as ABE or GED programs. Unless tutors are oriented, placed and supervised properly, they will show a high turnover rate. These and other program functions are more often then not left in the hands of untrained volunteers. In view of the complexities of related agencies and the increasing sophistication of volunteer, the need for explicit volunteer coordinator training becomes imperative.

Question and Answers

Questions centered on the feasibility and practicality of using LVA materials and techniques in home settings, learning centers (ABE), and senior centers. Arrangements were initiated to conduct the Basic Reading Workshop at two sites in the greater Chicago area.

## Matching the Volunteer with the Client

Workshop #2

Gwen Lee

The following recommendation emerged from this workshop:

1. Initially, the supervisor should be readily accessible to both the volunteer and the client. The availability of a sympathetic third person who has experience with volunteers and their clients can serve to facilitate a sense of mutual cooperation and avert minor problems. Sometimes easy accessibility makes serious demands on personal time, but it is an important factor in ensuring a good match between volunteers and clients.

2. Where feasible, arrangements should be made for volunteers and prospective clients to attend the same orientation session. This enables everybody involved to consider questions raised by both volunteers and clients. The kind of expectations volunteers and their clients have of each other can be examined during such a session. It should be something of a social event enabling volunteers and clients to become better acquainted, and emphisizing the essentially egalitarian nature of the voluntary enterprise.

3. Volunteers need to assess the extent to which the goals of their client are realistic. In discussing these goals, volunteers have a responsibility to be specific about the qualifications which will be required and the length of time it will take to achieve them. Naturally, a degree of skill and tactfulness is required of the volunteer to ensure that clients are not discouraged when they have to modify unrealistic objectives.

4. It should be impressed upon volunteers that, in working with their clients, they are representing the organization as well as themselves. The ideals and norms of the volunteering enterprise can serve as an inspiration for the volunteer/client relationship.

5. To encourage sincere and trusting relationships, volunteers should be urged at the outset to handle problems as they arise rather than shelving them until they assume unwarranted proportions.

6. In making evaluations, it is essential to bear in mind the egos, values, and aspirations of both volunteers and clients. Their separate needs should receive sympathetic consideration.

# WOMEN IN VOLUNTARISM

Workshop #3

Eve M. Stone

At their conference in 1974, the National Organization for Women issued a statement on women in volunteer service. They believed that volunteering is an exploitation of women designed to keep them in a subordinate position and that women should only be change-oriented volunteers. They further suggested that the status of women would be enhanced if women refused to volunteer and society was forced to pay them. Yet women continue to volunteer in ever-increasing numbers. Does volunteering in fact, undermine the push for equality, and is it demeaning for a woman to volunteer? It is the intent of this workshop to investigate these claims and others more closely, in particular to examine the middle-class volunteer.

One common image of a typical volunteer is that of a middle-aged woman, from the upper or middle-class, and well-educated--a "do-gooder" finding satisfaction in her role as a worthy member of her church. Perhaps she has the "empty nest" syndrome and/or is going through menopause, and has been advised to "get involved" in something worthwhile in order to quell the inner restlessness she may be experiencing.[1]

According to some studies, the agency that she joins will confirm her status in the community in agreement with her race, religion and social prestige.[2] She may "fulfill" herself by such tasks as helping the sick or needy, fund-raising, and, of course, socializing with her peers.[3] In return, she feels needed.

This is a rather negative stereotype with which some women could undoubtedly be identified, but perhaps it is negative because of the connotations conjured up by such labels as "empty nest," "menopausal" and even "middle-aged", "middle-class," and "church member," not because of the term "volunteer" itself. As for the reasons cited for volunteering, should a person be criticized because she is "fulfilled" by helping others?

It is important to recognize that women of all ages, married and single, are volunteering. Many women with young children welcome the chance to get out of the home, not because they dislike the role of mother, but because mothering might not meet all their needs and desires. If not driven by economic necessity to seek a job or by the desire for a paid career, volunteering can be a viable alternative for satisfying the motivational needs that many women have.[4]

The claim by some feminists that the "energies of many capable women are channeled into volunteer work"[5] and, therefore, that some effective women are being kept out of the labor market is a legitimate one. Many modern women find an outlet for their frustrations (read ambitions) in the activities of voluntary agencies. Yet even as we acknowledge these facts, we cannot assume that these women have chosen to volunteer only because they are denied real career options. Volunteering is, after all, a voluntary choice and many variables are at play in the selection of work, paid or unpaid. It cannot be taken for granted that all women volunteers would opt for a paid job if they could find the right one. Volunteer work offers such benefits as flexible schedules, choice of the desired type of work, and as much involvement as a person wishes; and, if she becomes dissatisfied, she can offer her services to an agency that meets her needs and expectations. Such freedom is not found in typical full-time or part-time employment. With the number of volunteers and volunteer organizations increasing, perhaps the employment sector could learn from voluntarism.

Another criticism levelled at voluntarism is that it is a "safe" area for women to use any potential that they have. In other words, because they are not competing in the "real" world, women encounter less pressure of responsibility, can avoid direct controntation with men,[6] and can escape any challenge to their lack of self-confidence, which is strengthened through socialization in a volunteer setting.

There is probably some truth to this claim, in that women have not yet entered the "real" world of paid employment in any great

numbers and that many who have are still struggling ambivalently with their new self-image and the one with which they grew up. However, to imply that voluntarism is a "safe" area for women is to take an extreme position. Anyone who has been involved in a voluntary organization knows that the frustrations, power struggles, responsibilities, and other pressures are just as intense as they are in the business world.

Unfortunately, even in voluntarism, typically thought of as a woman's field, men are the ones who tend to dominate the ruling boards of most agencies, particularly the instrumental ones. While more women appear on the boards of expressive agencies, these are still dominated by men,[7] and so the stereotyped sex roles are reaffirmed. For this reason, some feminists see women who volunteer as "buying into the system" and perpetuating the inequalities of society. But, instead of hindering societal change, volunteers could be viewed as people who are starting with the basics--starting where they can. In the voluntarism field, women do not "play at being men," but find themselves in one of the few places where they are allowed to assert themselves to any degree and where they can gain valuable skills. Furthermore, rather than standing in the way of equality, it is worth noting that "women are achieving equality. . .more quickly in many volunteer agencies than elsewhere in our society."[8] Voluntarism can mean liberation for women--a chance for self-experimentation, talent development, and vocational exploration. Therefore, the abolition of service volunteering, if it were possible, would not speed equality for women. On the contrary, it would stifle it while placing further restrictions on their freedom.

Ideally, those benefits of volunteering previously mentioned, such as flexible schedule and flexible involvement, should be reflected in paid jobs for women. But until that happens, women should be encouraged to seek leadership and policy-making roles in voluntary organizations. Moreover, their efforts should be recognized in ways that go beyond the usual pins and certificates--for example, the granting of educational credit (according to the type of involvement)

and the citing of volunteer experience on a resume.

In the long run, it may be that the majority of volunteers will consist of men who have joined "human liberation," because they have found that a career cannot satisfy all their needs. Until women discover that for themselves, voluntarism should be looked upon not as a threat to equality, but as a stepping-stone.

In the meantime, it should be recognized that no schism really exists between those feminists who see women service volunteers as impeding equality and those women volunteers who see equality as an encroachment on their territory because it exhorts women to assume only full-time jobs.[9] More research into the reasons why women volunteer and into the changing status of women within volunteer organizations is called for. Voluntarism can and is serving women.

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# ADVOCACY VOLUNTARISM

Workshop #4

Michael Collins

## Background

Attempts have been made to label voluntary organizations as either service or advocacy oriented. Service volunteers are viewed as being solely concerned with helping others cope with their immediate problems, while advocacy volunteers direct their efforts towards changing some aspect of the social system. "Meals on Wheels," providing company as well as nutritious meals to elderly people, and "Candy-Stripers", helping hard-pressed professionals in hospitals, typify service voluntary organizations. The Chicago-based organization People United to Save Humanity (P.U.S.H.), with its intent to improve the social and economic lot of minority groups through political action would be described as an advocacy group.

Alice Leppert expressed a strong belief that the dichotomy between advocacy and service volunteering is unfortunate because there are undoubtedly elements of both service and advocacy in most voluntary organizations. However, problems might arise where advocacy-oriented volunteers are trying to operate in a strictly service-oriented agency. Talented volunteers who perceive the need for some measure of change often drop out because their needs are not being met. She further hypothesized that volunteer agencies which attempt to concentrate exclusively on either advocacy or service aspects have tended to disappear. One response to this point of view was that many advocacy groups are formed with fairly short-term and specific objectives in mind. If these are achieved, there need be no concern for the demise of the organization. (Although this does not appear to be case with PUSH). We find volunteer advocates in public welfare, in rehabilitation, in corrections, in court work, in health services and in the social/political sphere.

Broad Definition and Areas of Operation

It was agreed that a volunteer advocate operates in situations where people need someone (advocate) to help them deal with an agency, an institution, the bureaucratic set-up, other people, or themselves.

Examples of Advocacy Organizations

A vast number of volunteer groups operate in the field of advocacy. Discussion centered around the following well-established agencies:

SAFER FOUNDATION, whose aim is to reduce crime by helping former offenders gain control of their lives and find jobs. This agency was contrasted with SEVEN STEPS, which was established to help people on parole. It seems that the operation of this group represented too much of a threat to the authorities. In any event, it is no longer in operation.

ILLINOIS PUBLIC ACTION COUNCIL, which is currently fighting the major power utilities over rate increases.

REACT, through which volunteers in communities throughout the U.S. monitor a Citizens - Emergency Radio, using their own equipment. Volunteers relay emergency calls for help by phone to police, hospitals, service stations, etc.

Recently formed groups were also discussed:

CITIZENS'ACTION GROUP, which set up a bar in cooperation with the Chicago Tribune to check out corruption among public officials.

PARENT ACTIVIST GROUP, which established itself within the Chicago School District. Its concerns seem to go beyong those of conventional P.T.A. organizations.

Types of Advocacy

Three major types of advocacy agencies were identified:

1. Those that help people deal with the prevailing institutional set-up, for example, legal assistance agencies. They are not interested in pursuing social change as a goal. Volunteer aides

in such agencies could be quite conservative. They are comfortable with the current social set-up, but they want to make sure that everyone can participate in using its institutions. They view their role as helping to eliminate individual problems rather than making major changes in society.

2. Those working for social change--"change-oriented" agencies. Their members range from moderate liberals to extreme radicals. For all of them, the most significant volunteer advocacy comes at the social action level. They aim to make bureaucrats more responsive to public needs and to promote recognition that power depends upon organized activity.

3. Those volunteer organizations which combine the aspects cited in items #1 and #2 above, but which see coping with "here and now" problems as having more immediate importance than working to change institutions.

Trends and Issues

1. Since War on Poverty funds have been reduced, there is greater need than ever for volunteer advocacy action.

2. Advocacy has "turned off" many people, because it is associated with the activism of the 1960's which has turned to disillusionment. However, not all advocacy is concerned with social change, and hence is not the same as "activism." The student activists were identified as discontented middle-class youth "doing their thing." There is some indication that concerned people who became disillusioned with the radicalism of the 1960's are looking for a new way to express their social concerns. Advocacy voluntarism provides an outlet for them.

3. During the 1970's, members of the middle-class have tended to be more concerned with self-improvement than with social concerns. This wave of "self-absorption" is seen as part of a reaction to the 1960's brand of radicalism. Despite Tom Wolfe's definition of the 1970's as the "Me Decade", however, there are signs that some segments of the middle class are beginning to question this "Looking after #1" ethos and to turn their attention to wider social issues.

4. It is necessary to stress the importance of client involvement at all levels, in order to avoid the patronizing attitude which has often characterized middle-class volunteer groups.

5. Advocacy volunteering is necessary to meet social imperatives which are occurring at an ever increasing rate. Otherwise, by the time middle-class volunteers are ready to act, the poor might no longer be amenable to receiving help from them.

6. As the training and socialization of social workers does not focus on skills needed for the achievement of social change, there is a special need for advocacy training in this area.

7. Literacy training can be approached as an advocacy endeavor, using the consciousness-raising techniques pioneered by Paulo Freire. Attempts are being made to adapt his methods to the North American urban setting.

It has now become almost commonplace to denigrate the altruistic efforts of middle-class white Americans. This attitude is unfortunate, because an enormous pool of organizing ability exists within the middle class. Perhaps it is time for adult educators to take a hand in helping revive the morale of middle-class liberals who have so much to offer the voluntarism movement. Provided that the client group is well represented in leadership positions, it is likely that poorer people would still welcome genuine efforts made on their behalf.

# Using the University As A Source of Tutors For An English As a Second Language Program

Workshop #5

David J. Caravella

I would like to introduce what I have to say from the perspective that English as a Second Language programs consist of two types with respect to the make-up of the student population: homogeneous or heterogeneous. By "homogeneous", I mean a program in which students come from the same language and cultural background. By "heterogeneous", I mean a program in which students represent a mixture of languages and cultural backgrounds.

Permit me to use myself as a case study of a volunteer working in a homogeneous ESL program. I had received an M.A. in Latin American Studies to prepare for college teaching. But I decided to experiment by taking a job with the Cook County Department of Public Aid as a caseworker in order to try social work and learn the inside story of the welfare system. The job was a big disappointment. It seemed that there was an unwritten law against doing any genuine social work, a law dictated by overwhelming caseloads, and a maze of voluminous and contradictory regulations. The work actually consisted of a lot of paperwork and some detective work to determine eligibility for welfare. Anyone with a high school education and street "savvy" could do as good a job or better. I felt frustrated because my talents were being under utilized.

So what did I do, faced with an increasingly meaningless job and a job market which was no longer demanding area studies specialist? I dropped in to the community center in my neighborhood and found a VISTA volunteer trying to get an ESL program going for Mexican immigrants working in the heavily industrial area of Argo, Illinois. My motivation in joining him was a desire to help others in a meaningful way and to see if I could really teach. We were more successful than the local high school evening program in attracting students because of our more informal atmosphere. As a result, the high

school's adult education director wisely decided to give us financial assistance by channeling some of his Federal Adult Education funds our way. Thus, a volunteer teaching job turned into a part-time job for pay.

Now, surely there are persons with similar motivation on the north side of Chicagoland, I thought. But people kept telling me that the age of voluntarism in past. The experience of the MONACEP ESL program contradicts that belief.

THE MONACEP EXPERIENCE

It is one matter to find a bilingual volunteer to work in a homogeneous ESL classroom. It is quite another to find volunteers willing to work in a classroom where, out of fifteen students, only two share the same native language. Add to that inadequate administrative time for the training of volunteers, and the recruiting of suitable volunteers becomes problematic.

Where do you find suitable volunteers for a heterogenous ESL program with students from fifty different countries? One good source is your nearby university, with a linguistics department offering a TESOL (Teaching English to Speakers of Other Languages) Specialization component within its graduate program in applied linguistics. However, more often than not, such programs are heavy on theory, whereas students are desirous of a chance for practical application.

In the winter of 1977, our internship program got its start when one of my instructors enrolled at Northeastern University to obtain college credit for supervising and training new ESL instructors. There were several other students in her graduate course who were looking for a setting in which to do student teaching in ESL. We arrived at an informal agreement with Dr. John Haskell, the professor involved, whereby three of my instructor's classmates interned at two of our five ESL class locations. They received graduate credit for ESL student teaching: my instructor obtained the credit she sought. One of the conditions attached, namely, a sixty-hour time commitment spread out over eleven weeks, alleviated a common apprehension about

volunteers -- reliability. All of them completed the commitment.

Besides obtaining a workable time commitment, another advantage of this source of volunteers is that they already had ESL methodological theory. In this winter of 1978, we have seven interns, though not all have a strong theoretical background. Therefore, we instituted the following training expedient:

1. Interns observed several different ESL instructors, one per class session, for the first few weeks.
2. Interns observed the instructors to whom they were specifically assigned, usually those with the largest classes.
3. Interns tutored slower students individually, proceeded to small group drills orally, and then taught part of class lesson. Essentially, selected classes ended up enjoying the benefits of team teaching.

In conclusion, from a program coordinator's perspective, an internship program benefits greatly from the use of volunteers who can be relied upon, and students gain more individual attention. A disadvantage is that the interns are available for only one term. One potential solution is to arrange for interns from other colleges to cover the other terms. We will try that next year.

# Voluntarism at the Crossroads: Evaluation of Workshop

Paul Ilsley

## I. Purpose

This report covers the February 10-11 Voluntarism at the Crossroads Workshop, which was attended by 62 participants. Details concerning its purposes and program can be found in the Appendix. The purpose of this evaluation report is to indicate the degree of participant satisfaction after attending the workshop. This report forms part of a larger study in which the Center for the Study of Evaluation (CSE) Model was employed.

## II. Workshop Evaluation

The Kropp-Verner Attitude scale was administered, along with five open-ended questions, at the last session of the workshop. The purpose of the scale is to measure the "reaction of a total group in attendance at a short-term organized educational activity (i.e., a meeting, conference, workshop, institute, etc.)."[1] The scale consists of 20 attitude statements ranging from "It was one of the most rewarding experiences I have ever had" to "It was a complete waste of time." Participants were encouraged to check all appropriate responses, which were then averaged and multiplied by the assigned median value. The complete survey, which includes the Kropp-Verner scale and five open-ended questions, can be found in Appendix 1. The instrument was designed to assess (1) the degree of participant satisfaction in attending the workshop, (2) the suitability of the topics, and (3) the utility of the subject matter.

### Interpretation of the Data

#### Degree of Participant Satisfaction

According to Table 1, 87.3 percent of 30 participants returning questionnaires had a favorable reaction to the workshop as a whole,

and only 3.3 percent had an overall unfavorable reaction. The mean factor of 3.8704 corresponds to the median value between questions 5 and 6: "It helped me personally" and "It solved some problems for me," respectively. The responses are grouped bimodally at questions 5 and 7 ("I think it served its purpose"), further suggesting that the degree of participant satisfaction was high.

Suitability of Topics

Participants were asked to name the most helpful topic, and the resulting data are displayed in Table 2. The Program Management Model received 35 percent of responses, followed by other management functions, such as Strategies for Recruitment, and Evaluation and Recognition, with 20 percent each. Several participants (15 percent) found Myths and Fears of Volunteers to be most helpful. Only three participants answered question B2, "What topic did you find least useful?" (displayed in Table 3) perhaps indicating that no single topic was viewed as unhelpful.

It was discovered that participants were, as expected, very diverse in their roles and their needs. For example, there were varying degrees of expertise and involvement with volunteers and with adult education as well. It was assumed by the program planners and the presentors that the majority of participants desired training in management and leadership skills, as can be seen in The Instructional Goals of Appendix 2. The data seem to support this assumption.

Questions pertaining to the degree of usefulness of two key sessions concerning managerial skills were asked (questions 3 and 4 in Appendix 1). Specifically, those sessions were Management Strategy and Volunteer Leadership Training. The responses to those questions, appearing in Table 4, show that only two participants responding found the respective sessions not useful, while four participants found Management strategy very useful and six participants found Volunteer Leadership Training very useful.

TABLE 1

EVALUATION OF VOLUNTARISM WORKSHOP - KROPP-VERNER QUESTIONNARIE TABULATION

| Questions | Response | Median Value | Product | Percentage |
|---|---|---|---|---|
| 1. It was one of the most rewarding experiences I've ever had. | 5 | 1.13 | 5.65 | 4.46 |
| 2. Exactly what I wanted. | 7 | 1.58 | 10.06 | 6.25 |
| 3. I hope we can have another in the near future. | 12 | 2.25 | 27.00 | 10.71 |
| 4. It provided the kind of experience that I can apply. | 14 | 2.77 | 38.78 | 12.50 |
| 5. It helped me personally. | 20 | 3.40 | 68.00 | 17.86 |
| 6. It solved some problems for me. | 7 | 4.02 | 28.14 | 6.25 |
| 7. I think it served its purpose. | 17 | 4.44 | 75.48 | 15.18 |
| 8. It had some merits. | 12 | 4.96 | 59.52 | 10.71 |
| 9. It was fair. | 7 | 5.30 | 37.10 | 6.25 |
| 10. It was neither very good nor very poor. | 1 | 6.02 | 6.02 | .89 |
| 11. I was mildly disappointed. | 2 | 6.78 | 13.56 | 1.78 |
| 12. It was not exactly what I needed. | 0 | 6.97 | 0 | 0 |
| 13. It was too general. | 3 | 7.19 | 21.57 | 2.68 |
| 14. I am not taking any new ideas away. | 1 | 7.45 | 7.45 | .89 |
| 15. It didn't hold my interest. | 0 | 8.19 | 0 | 0 |
| 16. It was too superficial. | 3 | 8.62 | 25.86 | 2.68 |
| 17. I leave dissatisfied. | 1 | 9.29 | 9.29 | .89 |
| 18. It was poorly planned | 0 | 9.69 | 0 | 0 |
| 19. I didn't learn a thing. | 0 | 10.26 | 0 | 0 |
| 20. It was a complete waste of time. | 0 | 10.86 | 0 | 0 |

Number of participants = 62
Number of questionnaires returned = 30
Mean factor = 3.8704 (product divided by total responses)

TABLE 2

Most Helpful Topic

| Topic | Responses | Percent |
|---|---|---|
| Program Management Model | 7 | 35 |
| Strategies for Recruitment | 4 | 20 |
| Evaluation and Recognition | 4 | 20 |
| Myths and Fears of Volunteers | 3 | 15 |
| Voluntary Organizations | 1 | 5 |
| Women in Volunteering | 1 | 5 |

Conclusions

Because of the number and variety of participants, it can be assumed that promotion of the workshop was successful. It can also be that a vast amount of material was covered in the workshop. For some participants, the amount was perhaps excessive. Information overload might account for the low return rate. In general, however, the participant satisfaction level as measured by the Kropp-Verner scale was high, as was the suitability of the topics.

III. Follow-up Evaluation

Questions other than the ones addressed in the Workshop Evaluation include these: What effect, if any, did the workshop have on participants in relation to their jobs, desire for further training, and goals of building their volunteer programs? What should be the next step for this initial group of participants? If repeated to a new group of participants, how would the program be changed? In the hope of finding the answers to these questions, a survey was conducted five weeks following the workshop. It was assumed that by then the "Halo effect" would have worn off, and that any change in behavior on the part of participants would have occurred. Specifically, the questionnaire (Appendix 3) attempted to shed light on such factors as retention of knowledge, utility of the various sessions, desire to modify activities involving volunteers, and overall benefit of attending the workshop.

Fifty-five questionnaires were sent, and 33 (60 percent) were returned. Specifically, the survey was coded according to type of instruction received: "W" for those attending the workshop and "C" for those attending the workshop and subsequent course sessions.

Increased Commitment

Two questions, four and five, attempted to determine whether respondents had increased their commitment in working with volunteers. Replies to question four revealed that since the workshop, nineteen (57.58 percent) respondents had made plans to increase their work with volunteers, while fourteen (42.42 percent) had not. However, it cannot be proven that all of this significant number of respondents increased their activities with volunteers as a direct result of the workshop.

Question five, which asked whether respondents have made contact with voluntary agencies since the workshop, is another indicator of behavior. Of the eighteen who answered, only five (27.77 percent) indicated that they had, while thirteen (72.2 percent) had not. The profile of those who have contacted other voluntary agencies suggests that all have worked with volunteers in the past and are currently working with them. Each of these respondents has had a variety of voluntary roles, including volunteer, and have served in at least two voluntary types.

It seems fair to assume that participants who increased their commitment with volunteers, or who contacted volunteer agencies, were those who have been and are active voluntarists. Further, there is some evidence to suggest that the workshop had a causative impact toward this end. But it would not be fair to assume that participants working in some capacity with volunteers gained more than another.

Part II of the questionnaire asked respondents to rate five session topics on a "helpfulness" scale ranging from zero to five. "Managing Volunteer Programs" had the highest mean (3.61) while "Recruiting Volunteers" showed the lowest mean (2.97), as displayed in Table 3.

TABLE 3

HELPFULNESS OF WORKSHOP AREAS

| | N | Mean | Mode |
|---|---|---|---|
| Establishing Volunteer Programs | 20 | 3.15 | 3 |
| Recruiting Volunteers | 22 | 2.97 | 3 |
| Appraising Effective Training Programs | 21 | 3.33 | 4 |
| Managing Volunteer Programs | 21 | 3.61 | 3 & 5 (bi-modal) |
| Evaluating Volunteer Programs | 19 | 3.368 | 4 |
| Finding and Using Local and National Volunteer Agencies | 19 | 3.421 | 5 |

The mode of responses per topic, as determined by the most predominant response(s), and of at least five responses, was determined as well. Accordingly, the topic of the highest mean, "Managing Volunteer Programs" was bi-modal, with responses clustered at medium and high levels. Yet, the topic of "Finding and Using Local and National Volunteer Agencies" had a high appeal to more participants, which suggests that it also had a broader range of appeal.

In conclusion, it can be said that all of the instructional objectives were met with a significant number of the participants. Some participants gained from every session. Which participants gained the most? It seems that, participants with a background and an active interest in volunteering gained the most. The sharing of

knowledge proved to be enlightening for participants, especially for those who lacked confidence or an understanding of voluntarism as an enterprise. Although voluntarism is quite segmented, the workshop did not seem to cause participants to concentrate too closely on their own areas, but opened up options for them. To that extent, attitudes appear to have changed.

APPENDIX 1

VOLUNTARISM AT THE CROSSROADS
February 10 and 11, 1978
Hillside Holiday Inn

EVALUATION FORM

A. Please check (✓) only those statements which most accurately describe your personal reaction to the total workshop:'

_____It was one of the most rewarding experiences I have ever had.

_____Exactly what I wanted

_____I hope we can have another in the near future

_____It provided the kind of experience that I can apply to my own situation

_____It helped me personally

_____It solved some problems for me

_____I think it served its purpose

_____It had some merits

_____It was fair

_____It was neither very good nor very poor

_____I was mildly disappointed

_____It was not exactly what I needed

_____It was too general

_____I am not taking any new ideas away

_____It didn't hold my interest

_____It was much too superficial

_____I leave dissatisfied

_____It was poorly planned

_____I didn't learn a thing

_____It was a complete waste of time

B. 1. What topic did you find most helpful?_____

_____

2. What topic did you find least useful?_____

_____

3. Did you find the sessions concerning management strategy:

_____Very Useful _____Useful _____Not Useful

Comments:_____

_____

4. Did you find the sessions concerning volunteer and volunteer leader training

_____Very Useful _____Useful _____Not Useful

Comments:_____

_____

5. Do you desire further training in voluntarism?

_____Yes _____No _____Depends on the type of training

Comments:_____

_____

_____

APPENDIX 1

VOLUNTARISM AT THE CROSSROADS

Follow-up Survey

Five weeks have past since you attended the voluntarism workshop at the Hillside Holiday Inn. We hope that you have had the opportunity to digest and use some of the materials and ideas presented to you. To help us gain an understanding of the effectiveness of the workshop, we would greatly appreciate your response to the following questions. A coded identification number has been written on your questionnaire. It is not necessary to sign your name. Please answer the questions completely, and return by March 24, 1978. A self-addressed stamped envelope is included for your convience. The results of the survey will be sent to you along with the proceedings of the workshop. Thank you.

I. Please check ( ) the appropriate answer or answers to each of the following questions:

1. How much time have you worked with volunteer?

___ I worked with volunteers in the past

___ I do not work with volunteers at this time

___ I currently work with volunteers between 0 and 5 hours per week.

___ I currently work with volunteers between 6 and 15 hours per week.

___ I currently work with volunteers 16 or more hours per week.

___ I plan to work with volunteers in the future.

___ Other (please specify) _____

_____

_____

2. What has been or is your role in the field of voluntarism?

___ Volunteer

___ Trainer

___ Evaluator

___ Supervisor

___ Other (please specify)_____

_____

_____

3. Do you consider yourself to be associated with:

___ Advocacy Volunteering

___ Service Volunteering

___ Philanthropic Volunteering

___ Leisure Volunteering

___ Other (please specify) _____

_____

4. Since the workshop, have you made plans to increase your work with volunteers?

___ No ___Yes

II. Please check ( ) the appropriate answer to each of the following questions:

Did the workshop provide you with helpful information on

a. establishing volunteer programs?

b. recruiting volunteers?

c. appraising effective training programs?

d. managing volunteer programs?

e. evaluating volunteer program?

f. finding and using local and national volunteer agencies

5. Since the workshop have you made contact with volunteer agencies?

___Yes (if yes, in what area(s) ) _____

___No

____Don't know

III. Please complete the following statement. Use other side of sheet if necessary.

Because of the voluntarism workshop, I _____

_____

_____

_____

_____

_____

_____

APPENDIX 2

VOLUNTARISM AT THE CROSSROADS
February 10 and 11, 1978
Hillside Holiday Inn

WORKSHOP GOALS AND OBJECTIVES

PROGRAM GOALS:

The major aims of the workshop staff, in conjunction with Northern Illinois University, the Region 1 Adult Education Service Center, and the Illinois Office of Education are:

1. to foster the growth and development of service voluntary efforts in Northern Illinois;
2. to sharpen and clarify the volunteer coordinator training process;
3. to increase the capacity of universities to provide leadership training and information service to volunteer action and service agencies; and
4. to unify social service volunteer agencies and organizations into cooperative programs for the purpose of volunteer and leadership training and professional development.

INSTRUCTIONAL GOALS:

Upon completion of the two day workshop, the participants will be able to

1. Outline and describe the state of the art of voluntarism
2. Identify the history of voluntarism in adult education
3. Address the administrative fears of incorporating volunteer components into larger organizations
4. Appraise the financial costs of volunteer programs
5. Identify the processes necessary to manage a volunteer program
6. Identify the resources available to volunteer leaders
7. Design effective volunteer recruitment practices
8. Appraise effective training programs for volunteers and leaders of volunteers
9. Develop training programs for paid staff working with volunteers
10. Evaluate volunteer supervisory techniques
11. Evaluate volunteer performance and programs

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VOLUNTARISM AT THE CROSSROADS: A CHALLENGE FOR ADULT EDUCATORS. Hillside. February 10-11.

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Professor of Adult Education, Northern Illinois University. Held former teaching and administrative positions at the University of British Columbia, UCLA, and the University of Alaska. His first assignment in adult education was as a teacher in the U.S. Army program for functionally illiterate enlisted personnel in Alaska. In addition to these positions, he has been active in AEA-USA serving as chairperson of each of the following: Commission of Research, Committee of Social Philosophy and the Mass Media Section and is currently an Associate Editor of Lifelong Learning: The Adult Years. He has been in demand as a visiting professor and consultant in adult basic education and cross-cultural education in the U.S. and Canada. In both, he has been involved in the training of volunteer and paraprofessional ABE teachers. He is a prolific writer of articles and conference papers. His publications

include Adult Education and the Disadvantaged Adult, Mass Media and Adult Education, and The Trainers Manual, a major resource for the planning of training programs for volunteer trainers in the Girl Guides of Canada.

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Co-ordinator, Rape Crisis Center, DeKalb, Illinois. Participant Woman-to-Woman Program, DeKalb. Problem Pregnancy Counselor, Women's Studies Center, DeKalb. Volunteer at Dixon State School, Dixon, Illinois. Volunteer at DeKalb County Nursing Home. Eve has an undergraduate degree in Psychology, and is completing graduate work in counselling and adult education at Northern Illinois University.

Paul Ilsley

A former Director of Adult Education in New England. Trained literacy volunteers in Maine. Currently working as Curriculum Specialist, Region I Adult Education Center, Chicago Urban Skills Institute. Enrolled in Adult-Continuing Education Program at Northern Illinois University as a doctoral candidate.

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VOLUNTARISM PROGRAM VISITATION SCHEDULE

December 19 & 20, 1977

MONDAY Phyllis Cunningham, Paul Ilsley, John Niemi

12:00 - John and Muriel arrive at Service Center

12:30 - Meet Amanda Rudd at Batt's (Ph.: 225-2575)

2:30 - Meet Bob Ahrens, Mayor's Council on the Aging, 88 N. LaSalle

4:00 - Meet Paul Burke, Training Director, United Way Crusade of Mercy 72 West Adams (Ph.: 263-1756)

TUESDAY Phyllis Cunningham, John Niemi

9:00 - Meet Clorine Hall, Director Northwest Regional Girl Scouts at Service Center 39th & State

10:30 - Meet Nancy Jefferson, Director Midwest Community Council 9 South Kedzie, 2nd Floor (Ph.: 826-2244)

12:00 - Meet Mr. Robert Heineman, Illinois Public Action Council 59 East Van Buren, 26th Floor (Ph.: 427-6262)

2:00 - Meet Jean Coleman, Director American Library Association 50 East Huron (Ph.: 944-6780)

4:00 - Meet Carl Boyd, Operation Push Project EXCEL, 930 East 50th (Ph.: 375-3366)

VOLUNTARISM AT THE CROSSROADS: A Challenge for Adult Educators

WORKSHOP AGENDA

Friday, February 10, 1978

9:00 a.m. - Registration

9:30 a.m. - "Why Voluntarism? An Issue for the 70's and a Challenge for the 80's" John Niemi, Professor of Adult Education Northern Illinois University . . . Lafayette Room II

10:00 a.m. - "Voluntarism: State of the Art" Alice Leppert, Former staff member and consultant in voluntarism Church Women United, New York . . . . . Lafayette Room II

10:30 a.m. - "Myths and Fears Concerning the Use of Volunteers" Michael Collins, Doctoral student in Adult-Continuing Education Northern Illinois University . . . . . Lafayette Room II

11:00 a.m. - Coffee Break . . . . . Lafayette Room II

11:15 a.m. - Panel-- "Place of Volunteers in Adult Education - Developing Rationale and Goal Setting"

Moderator - Phyllis Cunningham, Professor of Adult Education Northern Illinois University

Alice Leppert, Former staff member and consultant in voluntarism Church Women United, New York

Patsy Mullins, Education Co-ordinator Illinois Migrant Council, Rochelle

Michael Obarski, Chairman of the Board DeKalb Learning Exchange

Carver Wright, Co-ordinator Jobs Corps Program, City Colleges of Chicago Lafayette Room II

12:00-1:15 p.m. - Lunch . . . . . North Churchill

1:30 p.m. - "Strategies for Recruitment" Alice Leppert, Former staff member and consultant in voluntarism Church Women United, New York Lafayette Room I

2:00 p.m. - "A Model for the Assessment of Needed Volunteer Skills" John Niemi, Professor of Adult Education Northern Illinois University . . . . . .Lafayette Room II

2:30 p.m. - "Orientation and Training of Volunteers" Moderator - John Niemi, Professor of Adult Education Northern Illinois University . . . . . Lafayette Room II

Ronnie Britan, Project Staff Professional
Group Reading Academy Satellite Porgram (GRASP) Evanston

Shirley Esbrook, Training Director
Girl Scout Council of Northwest Cook County, Chicago

Alice Leppert, Former staff member and consultant in voluntarism Church Women United, New York

Virginia Patterson, President
Pioneer Girls, Inc., Wheaton . . . . . .Lafayette Room II

3:15 p.m. - Coffee Break . . . . . .Lafayette Room II

3:30 p.m. - "Preparing and Training Staff for Working with Volunteers"
Paul Ilsley, Curriculum Specialist
Region I Adult Education Service Center
Chicago . . . . . .Lafayette Room II

4:15 p.m. - Summary of Day

4:30 p.m. - Adjournment

Saturday, February 11, 1978

9:30 a.m. - "A Model for Managing a Voluntarism Program"
Paul Ilsley, Curriculum Specialist
Region I Adult Education Service Center, Chicago
Lafayette Room II

10:15 a.m. - Buzz Group - Individual Concerns . . . . Lafayette Room II

10:45 a.m. - Coffee Break . . . . . Lafayette Room II

11:00 a.m. - "Evaluation and Recognition"
Moderator - John Niemi, Professor of Adult Education
Northern Illinois University

Joel Ayres, Executive Director
Programmed Activities for Correctional Education (PACE)

Sara Bartlett, Northside Supervisor
Retired Senior Volunteer Program (RSVP), Hull House, Chicago

Alice Leppert, Former staff member and consultant in voluntarism Church Women United, New York

Virginia Patterson, President
Pioneer Girls Inc., Wheaton . . . . . .Lafayette Room II

12:00-
1:15 p.m. - Lunch . . . . . .

1:30 p.m. - "New Dimensions for Voluntarism"
Workshop #1 - "Literacy Volunteers"
Paul Ilsley, Curriculum Specialist
Region I Adult Education Service Center, Chicago
Lafayette Room II

Workshop #2 - "Matching the Volunteer with the Client"
Gwen Lee, Director of the Reading Laboratory, Central YMCA College, Chicago . . . . . Lafayette Room II

Workshop #3 - "Women in Voluntarism"
Eve Stone, Co-ordinator
Rape Crisis Center, DeKalb . . . . Wall Street Conference Room

Workshop #4 - "Advocacy Voluntarism"
Michael Collins, Doctoral student in Adult-Continuing
Northern Illinois University .. Madison Street Conference Room

Workshop#5 - "Using the University as a Source of Tutors for English as a Second Language Program"
David Caravella, ESL Program Co-ordinator
MONACEP
Oakton Community College, Niles . . . . .Lafayette Room II

2:45 p.m. - Coffee Break . . . . . Lafayette Room II

3:00 p.m. - Repeat of Workshop

4:15 p.m. - Summary of Day

4:30 p.m. - Adjournment

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# SELECTED ERIC DOCUMENTS ON VOLUNTARISM

The following bibliography has been developed for the workshop on "Voluntarism at the Crossroads: A Challenge for Adult Educators," sponsored by Region I Adult Education Service Center. It reflects the needs of this particular workshop as well as a large audience of adult educators, and is the result of an ERIC computer search of Resources in Education (RIE) and Current Index to Journals in Education (CIJE). The items generated were subjected to examination. Those which appeared to have general applicability or utility were selected for inclusion in the bibliography. However, document selection is founded upon examination of only the title, descriptors, and abstract. Users searching for more specifically relevant documents might do well to conduct an ERIC search geared precisely to the subject at hand.

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Arnold, Arthur; Webb, Bob

THE DEVELOPMENT OF REMEDIAL ENGLISH CLASSES--AN EXERCISE IN PROFESSIONAL COOPERATION. LITERACY SYMPOSIUM

Adult Education(London); 47; 5; 289-94 Jan. 1975 (EJ 112 135)

A volunteer scheme in Bradford, England was set up to serve the needs of illiterates and semi-literates who couldn't attend a class. The service provided a confidential, free of charge, one-to-one, tutorial relationship in either the tutor's or client's home. (MW)

* * *

Boggs, David L.

A STUDY OF TEACHER AIDES IN OHIO ADULT BASIC EDUCATION PROGRAMS

Ohio State Dept. of Education, Columbus, Ohio: 43p. 1976 (ED 133 522)

A study was conducted to determine the real and potential contributions of teacher-aides to Ohio Adult Basic Education (ABE) Programs. The literature concerned with aides in ABE, consisting primarily of reports of inservice workshops, has focused on their functions and training needs. This study had four major purposes: (1) to provide demographic data on aides' education, ethnic background, experience, sex, age, and work setting, (2) to determine the nature and extent of specific instructional, clerical, and community relations activities performed by aides, (3) to determine how well aides were prepared to perform the functions important to their work, and by inference, their training needs, and (4) to examine the nature and quality of the working relationships between teachers and aides. A questionnaire based on the review of literature was field tested with 12 aides, revised, and mailed to 253 aides. Responses were received from 208 aides (82%). Personal interviews were conducted with 35 (16%) aides randomly selected from the respondents, with some adjustments made to insure geographical distribution. Findings are presented in five sections: modalities of partnership between teachers and aides, demographic data, duties of aides, learning needs of aides, and relationship with teacher. Implications for both administrators and teachers are discussed. Appendixes include the questionnaire and interview guide.

Brotherson, Mary Lou; Johnson, Mary Ann

TEACHER AIDE HANDBOOK: A GUIDE FOR NEW CAREERS IN EDUCATION

Interstate Printers & Publishers, Inc., 19 N. Jackson Street, Danville, IL 61832 ($4.95) 210 p. 1971 (ED 068 895)

The primary purpose of this book is to serve as an overview for teacher aide training. It is an attempt to gather and relate introductory information necessary for the orientation and education of auxiliary personnel in education. Some of the areas given primary consideration are: (1) Human Growth and Development, (2) History of Education, (3) School Organization, (4) Various Roles of the Teacher Aide, and (5) Locating and Applying for Jobs. Appendices are included. (WR)

* * *

Colvin, Ruth J.

LEADER: LITERACY EDUCATION ASSISTANCE FOR THE DEVELOPMENT OF EDUCATIONAL RESOURCES. A HANDBOOK FOR ORGANIZERS OF BASIC READING PROGRAMS FOR ADULTS AND TEENAGERS

Follett Publishing Company, Chicago, Illinois (No Price Quoted) 57 p. 1972 (ED 078 234)

Guidance for leaders of a volunteer group working to combat adult illiteracy in a given community is provided in practical detail. In Chapter 1, Problems of Illiteracy, the results of an interview poll with a sample population of Americans 16 years of age and older show that there are 21,000,000 adults in the United States whose skills are not even "survival" reading skills, and a million and a half of these adults are totally illiterate. Chapter 2, Volunteers and Volunteerism, discusses why volunteer tutors are needed, why many potential students need a one-to-one teacher-student situation, why people volunteer, why volunteers teach reading in a tutorial setting, and why an organization for volunteer tutors should be started. Chapter 3 described the organization process under the heading of the nucleus leadership group. In Chapter 4, Presenting the Problem of Illiteracy, discussions center around statistics on local illiteracy, determining illiteracy in your locality, survey of community adult basic education, survey of community needs with existing agencies, human interest stories, suggesting a solution to a problem, and requesting sponsorship. Chapter 5,

Organization of Literacy Program Leadership, presents charts of a simple and of a more complex literacy organization. Job descriptions for each of the positions shown on the charts are provided. An application form for trainees in a teacher training workshop and initial student report and annual student report forms are included, as is a supervisor's or teacher's report form and a diploma. Chapter 6, Evaluation of a Good Volunteer Literacy Program, provides an evaluation check list. (DB)

* * *

DEMONSTRATION, DEVELOPMENTAL AND RESEARCH PROJECT FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY FOR UNDEREDUCATED ADULTS. COUNSELOR AIDES: VIRGINIA STATE MODULE. FINAL REPORT SERIES.

Morehead State Univ., KY. Appalachian Adult Basic Education Demonstration Center.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. 73 p. Subcontract AABEDC No. 6 Sept. 30, 1970 (ED 054 412)

The counselor-aide program is implemented by paraprofessionals working cooperatively with a certified counselor, in an effort to raise the economic level of the adults in Carroll County, through an improvement in the educational level of achievement. The counselor aides feel that they have been reasonably successful in meeting the objectives as stated. Approximately 800 contacts have been made since September 1, 1969, including new contact and follow-ups. Several have returned to Adult Basic Education classes; others have expressed a desire to enroll when classes resume in the fall of 1970; and still others have since earned the high school equivalency certificate. Upon rating the duties and responsibilities of the counselor-aides, it was revealed that there was poor communication between the employment office and personnel managers in industry and the counselor aides, in an effort to secure names of prospective adult basic education students. The tabulations found in this report portray the various areas covered in gaining an understanding of the program and students. Home visits and presentation of adult basic education programs to civic groups produced the most interest and participation. Two main causes for withdrawal from classes were: (1) Earned G.E.D. Certificate, (2) classes conflicted with shift-work schedule. (For related documents see AC 010 638 and 639.) (Author/DB)

EDUCATION FOR ALL AGES

Community and Junior College Journal; 44; 1; 13 Aug/Sep. 1973 (EJ 089 869)

Discussed a program, designed to provide a meaningful life for senior citizens through volunteer service to the community. (Author/RK)

* * *

ESTABLISHING RIGHT-TO-READ PROGRAMS IN COMMUNITY-BASED ADULT LEARNING CENTERS.

Office of Education (DHEW), Washington, D.C. Right to Read Program; Texas Education Agency, Austin, Div. of Adult and Continuing Education. 40 p. May, 1974 (ED 102 303)

The booklet provides a history of the Right-To-Read, Austin (Texas) Learning Center Project and, based on the experiences at Austin, provides a guide to establishing a Right-To-Read Project in a learning center. The general problems, needs, and experiences of the project are described and discussed as they evolved, under the following headings: goals, locating the facility, personnel needs, use of volunteer tutors, staffing and scheduling, testing, student records, the instructional program, equipment, recruitment and publicity, developing materials, and a cost estimate for establishing a right-to-read/Adult Basic Education (ABE) learning center. A summary indicates that two years of experience with a coordinated Right-to-Read/ABE Learning Center have shown that such centers can have a great impact on the communities they serve. It is believed that the experiences and conclusions set forth in the booklet can be adapted to fit the needs of any community-based Right-to-Read/Learning Center site. Forms used at the Austin Center are appended, with comments on their use. (Author/NH)

* * *

FINAL REPORT OF ACTIVITIES FOR INTERNATIONAL WOMEN'S YEAR IN THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE.

Department of Health, Education, and Welfare, Washington, D.C. Federal Women's Bureau. 64 p. Dec. 1975 (ED 130 972)

Descriptions are given of mission-oriented or programmatic activities for or of concern to women, ongoing or initiated by the Department of Health, Education and Welfare during International Women's Year. Extensive comments are made about background and progress of

programs, research, workshops, and other activities in the following eight categories: aging, child welfare and development, education, health, rehabilitation, women and social security, legislative advances, and departmental programs for women. Some of the 135 activities include funding of volunteer programs of services for the elderly, provision of health services and other aids to mothers and families with dependent children, development of curriculum materials to reduce sex bias in schools, health research on breast and gynecological cancer, awarding of traineeships to women wanting to work in rehabilitation fields, surveys on economic status of older women, and implementation of Title XX of the Social Security Act. Additional projects are listed in special areas such as film/media programs, publications, and special concerns to minority women. (AV)

* * *

FINAL TEACHER TRAINING (STAFF DEVELOPMENT) PROJECT REPORT FOR VOLUNTEER ADULT BASIC READING TUTORIAL PROGRAM. MAY 1, 1974-JULY 30, 1975.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.

Literacy Volunteers, Inc., Syracuse, N.Y. 34 p. June 30, 1975 (ED 118 867)

The project was assigned with the purpose of providing Adult Basic Education directors in Regions 1, 2, 5 and 10 of the U.S. Office of Education with the technical capability of using staff and volunteers to organize and manage the training of volunteers to tutor adults in basic reading and writing. Two training workshops were conducted in each region for basic reading tutor training, workshop leaders training, and organizational management training. Descriptions of the workshops held in each region cover the following topics: (1) initial planning and orientation session, (2) initial workshop, (3) second workshop, (4) inservice training/consultancy visit, and (5) technical assistance. Information dissemination activities are reported and data collection methods discussed. A favorable evaluation of the program's effectiveness in achieving its objectives was based on the results gathered from formative, summative, and informal data acquired from participants and questionnaires given to the regional

project directors. Data on workshops conducted by participants and the questionnaire are presented. Objectives for workshop training, workshop leaders training, and volunteer management training are appended. (Author/EC)

* * *

Fleming, Elmer; Leppert, Alice

OPPORTUNITIES FOR CAREERS IN ADULT AND CONTINUING EDUCATION FOR PARA-PROFESSIONALS AND VOLUNTEERS

-Knowledge and Action in Adult Education; 1; 33-8, April, 1971 (EJ 049 299)

Discusses the need for paraprofessionals and volunteers in adult education programs, the sort of individual best suited to these positions, opportunities in the field, qualifications required, and training sessions which are available. (DR)

* * *

Johnston, Joyce; Palmatier, Robert A.

THE DIRECTED READING APPROACH: A LESSON ORGANIZATION PROCEDURE ADAPTED FOR USE WITH ADULTS. INSTRUCTIONAL CONCEPT GUIDE NO. 9.

Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($1.50) 24 p. 1976 (ED 120 360)

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the tutor support library, consisting of instructional concept guides (training and reference aids for tutors) and functional content units (models for the practical application of tutoring skills). Guide Nine shows how the directed reading lesson can be adapted for use in tutoring adults. Five main steps of the lesson are described (readiness/motivation, silent reading, development of comprehension skills, development of work recognition skills, and extension activities). Three alternative comprehension-extending formats (brainstorming, problem solving, and reciprocal questioning or request) are explained. A sample lesson plan for a hypothetical student is presented which contains outlined teaching procedures, a sample reading

selection, and suggested written activities. A five-item list of references on reading instruction is included. (Author/MS)

* * *

Johnston, Joyce D.; Palmatier, Robert A.

STUDENT-CENTERED TUTORING: USING INITIAL LESSON RESULTS TO SET FUTURE GOALS. INSTRUCTIONAL CONCEPT GUIDE NO. 3.

Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($3.00) 49 p., 1973 (ED 120 356)

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the tutor support library, consisting of instructional concept guides (training and reference aids for tutors) and functional content units (models for the practical application of tutoring skills). Guide Three describes planning for following sessions based on an evaluation of the first lesson. Topics presented are: assessment of student performance, lesson planning for session Two (Including vocabulary learning and free reading), planning for Lesson Three (Oral rate and comprehension assessment), and further assessment and long range planning (according to ability level). Forms for recording student performance and plans are included. Sample informal tutor log notes and sample lesson plans for two ability levels conclude the guide. Guide Three is designed to be studied by the tutor after guides One and Two. (Author/MS)

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Johnston, Joyce D.; and others

THE LANGUAGE EXPERIENCE APPROACH: APPLICATION FOR TUTORING ADULTS IN READING. INSTRUCTIONAL CONCEPT GUIDE NO. 8.

Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($1.50; Discounts Range from 20% to 40% for Quantities) 19 p. 1975 (ED 120 343)

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the tutor support library, consisting of instructional

concept guides (training and reference aids for tutors) and functional content units (models for the practical application of tutoring skills). Guide Eight instructs the tutor in the use of the language experience approach to teaching reading. This teaching method, based on the use of words from the student's own speaking vocabulary for his reading instruction, is described. A 14-step basic outline of the procedure is presented. A sample lesson plan showing how language experience is combined with other lesson activities is included. The guide contains a sample story dictated by a student and the followup lesson plan based on that story and the previous lesson's log notes. Suggestions are given for tutor preparation for an experience lesson and for other applications of the language experience method. A four-item reference list on the approach concludes the guide. (Author/MS)

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Lamarre, Paul; and others

RESOURCES: A GUIDE FOR USING PUBLISHED MATERIALS IN ADULT LITERACY PROGRAMS. INSTRUCTIONAL CONCEPT GUIDE NO. 11.

Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($3.00) 99 p. 1975 (ED 120 362)

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers. But it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the tutor support library, consisting of instructional concept guides (training and reference aids for tutors) and functional content units (Models for the practical application of tutoring skills). Guide Eleven provides information for agencies and individual tutors in selection and use of materials. The first two sections discuss in detail procedures involved in choosing materials for the literacy program and using materials in the program. The final section (74 pages) lists materials in the following categories: essential, useful (but not basic), desirable as an adjunct to a basic program, and late reviews. Titles, ordering information,

Regional Adult Literacy Service Unit (RALSU) evaluate coding (for content, interest level, and reading level), and annotations are presented for each item. Unevaluated materials, references for teachers, and state-related program reports and publications are also listed. (Author/MS)

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Leppert, Alice M.

GUIDELINES FOR ADULT BASIC EDUCATION VOLUNTEERS

Church Women United, Room 812, 475 Riverside Drive, New York, NY 10027 ($1.00) 40 p. December, 1970 (ED 048 575)

This booklet contains suggestions for creating an effective, "Custom-Made" local unit of volunteers using the educational and social action resources of the community for volunteer training. The suggestions are tailored to fit the flexible mode of operation of Church Women United in a wide variety of communities. The statements related to an overall view of the adult basic education field, the primacy of reading instruction for the undereducated, and the role of an effective volunteer agency are important considerations not only for tutoring programs sponsored by Church Women United, but also for all adult tutoring programs no matter how varied their sponsorship might be. (Author/EB)

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Leppert, Alice M.

VOLUNTEERS IN ADULT BASIC EDUCATION PROGRAMS

Literacy Discussion; 4; 1-2; 119-32 Spring, 1973 (EJ 081 736)

Discusses the types of volunteer programs presently in operation in adult basic education and compares their effectiveness. (GB)

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MANUAL FOR VOLUNTEERS IN ADULT CORRECTIONS

Washington State Dept. of Social and Health Services, Olympia 43 p. Second edition November, 1970 (ED 048 569)

Washington is one of the pioneer states in the use of volunteers in the rehabilitation of persons convicted of crimes; at present over 500 private citizens are working with adult offenders and the division's correctional staff, inside and outside of the institutions. This manual was prepared to be of use to them, and to professional workers

in the field. It provides information on the criminal justice system in Washington State, qualifications for volunteers, their roles, and working with the offender within the institutions or when he is on parole. The State offices of probation and parole are listed and there is a glossary of terms. (LB)

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Maurer, Nelson S.; and others

PARAPROFESSIONAL WORKERS IN EDUCATIONAL SETTINGS: CHILD CARE SERVICES--AN ADULT TRAINING COURSE FOR SELECTED OCCUPATIONS

New York State Education Dept., Albany Bureau of Continuing Education Curriculum Development 69 p. 1972 (ED 065 753)

The program outlines in this publication is designed to develop paraprofessional workers as competent helpers and aides to the educational staff. It is designed specifically to assist directors of occupational and adult education and supervisors and teachers of home economics. The publication is organized in three sections, an appendix, and a selected bibliography. Section 1 - Administrative Considerations, suggests procedures to help contribute to a successful program: formation of an advisory committee; selection of the instructional team; recruitment and selection of students; and provision for adequate course facilities. Section II - Training Program Guidelines and Contents, overviews the program and discusses job clusters, descriptions, and responsibilities. Section III - Local Course Development, covers suggested time allocation for modules, organizing a local course study, motivating the adult student, and evaluating the local course. The appendix consists of suggested activities for paraprofessionals, self-analysis questionnaires, a job interview situation, student evaluation form, and course evaluation questionnaire. (LS)

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THE NEIGHBORHOOD STUDY CENTER TEACHER AIDE PROGRAM. 1969-1970 EVALUATION

Community Services Planning Council, Sacramento, CA 52 p. 1970 (ED 060 164)

The program is designed to help provide the extra help with schoolwork that educationally and economically disadvantaged children need. The project has study centers in every low-income neighborhood in Sacramento, opened at the request of an organization or agency in the area, and staffed by volunteer tutors contribute one to two hours per week to one or a few children. Teacher aides provide individual help to the child under the guidance of the teacher. This allows for more effective use of the professional teacher and for the utilization of special skills that aides bring to the classroom. Coordinating the entire project is the central staff whose rule is to: Advise sponsors of the organization of centers; recruit, train and place supervisors and volunteer tutors; develop tutor and supervisor guides and materials; provide supplies and books from the project budget; maintain central records and bookkeeping; and, evaluate the project each year. (Authors/JM)

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Palmatier, Robert A.; And Others

GETTING TOGETHER: ESTABLISHING A WORKING TUTORIAL RELATIONSHIP. INSTRUCTIONAL CONCEPT GUIDE NO. 1.

Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($1.50) 21 p. 1975 (ED 120 354)

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the tutor support library, consisting of instructional concept guides (training and reference aids for tutors) and functional content units (models for the practical application of tutoring skills). Guide One is an orientation to tutoring. In material addressed to the tutor it discusses the need to combat adult illiteracy, tutor qualifications, the process of learning to read, understanding the student and his needs, dialect patterns, getting to know the student, and suggestions for materials to use in further preparation for tutoring. Guides Two and Three which deal with the first sessions with a student are designed to be used in sequence following Guide One.(Author/MS)

Palmatier, Robert A.; And Others

HELP: INSIDE AND OUTSIDE THE TUTORING AGENCY. INSTRUCTIONAL CONCEPT GUIDE NO. 4.

Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($1.50) 23 p. 1975 (ED 120 357)

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the tutor support library, consisting of instructional concept guides (training and reference aids for tutors) and functional content units (models for the practical application of tutoring skills). Guide Four suggests sources of assistance with tutoring problems. In information addressed to the tutor, the following step-wise plan for identifying and solving problems is presented: reviewing records kept on tutoring activities, seeking the student's view of the situation, stating the problem in writing, and consulting with the tutor supervisor. Possible problem areas and aids to finding solutions are discussed including finding and selecting materials for instruction, seeking information from outside agencies, becoming personally involved in students' problems, and making the student aware of community services from which he may benefit. Appended are sample listings of service agencies found in most communities. (Author/MS)

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Palmatier, Robert A.; and others

SPLITTING UP: TERMINATION OF A TUTORING RELATIONSHIP. INSTRUCTIONAL CONCEPT GUIDE NO. 12

Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($1.50) 19 p. 1975 (ED 120 363)

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the tutor support library, consisting of instructional concept guides (training and reference aids for tutors) and functional content units

(models for the practical application of tutoring skills). Guide Twelve offers suggestions to help the tutor (1) recognize when the tutoring relationship should be ended and (2) end the relationship in a way that benefits the student and the tutor. The following topics are discussed: considering the next step for the student, changing tutors, evaluating student progress (including student self-evaluation), impasse (traumatic or otherwise), and evaluating tutor skill growth. (Author/MS)

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Palmatier, Robert A.; and others

TEACHING ONE-TO-ONE: A DIAGNOSTIC APPROACH TO BEGINNING TUTORING. INSTRUCTIONAL CONCEPT GUIDE NO. 2

Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($2.00) 28 p. 1975 (ED 120 355)

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any time of adult literacy program. A key component in the system is the tutor support library, consisting of instructional concept guides (training and reference aids for tutors) and functional content units (models for the practical application of tutoring skills). Guide Two describes some basic teaching procedures for tutoring adults in reading. The steps involved in lesson planning, record keeping, student evaluation, and the diagnostic/prescriptive cycle are presented. Suggestions for preparing and teaching the first lesson are given along with a sample lesson plan and sample guided conversation questions. Also included is an informal communication rating scale and a sight word list. Guide One should be studied by the tutor before reading Guide Two. Guide Three which also deals with the first sessions with a student, is designed to follow Guide Two. (Author/MS)

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Palmatier, Robert A.

WORD CONCEPTS: AN ADULT APPROACH TO DECODING SKILLS. INSTRUCTIONAL CONCEPT GUIDE NO. 6

Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($1.50) 35 p. 1976 (ED 120 358)

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the tutor support library, consisting of instructional concept guides (training and reference aids for tutors) and functional content units (models for the practical application of tutoring skills). Guide Six is designed to help the tutor understand an approach for teaching adults to read which does not involve the learning of phonics rules. It is an informal method of decoding words which involves attempting to break the word into familiar parts or elements. Many examples of the process are given utilizing words from several basic word lists. Topics presented for the tutor are: beginning reading methods for children, adult decoding approaches, preparing the student for the decoding process, developing decoding ability, and defining stages of decoding ability. A table delineates three stages in developing decoding competence. (Author/MS)

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PEACE CORPS TRAINING GUIDELINES: THE PROGRAM AND TRAINING LOOP AND A SYSTEMATIC APPROACH TO TRAINING.

Peace Corps, Washington, D.C. 162 p. 1973 (ED 137 509)

Based on the assumption that the steps involved in the total Peace Corps Program-training process as well as the interrelationship of programming and training are essential to a trainer's ability to design, implement, and evaluate good training, the 11 steps of the program-training-evaluation process are described here with illustrative diagrams and examples. Content is divided into eight chapters: (1) Training and Programming; (2) Integration of Program-Training Process; (3) A Systematic Approach to Training; (4) Task Analysis: Preparing a Task Analysis (Sample Job Description, Sample Task Analysis); (5) Training Objectives: How the Use of Behavioral Objectives Can Help The Peace Corps Trainer, and the Domains of the Taxonomy of Educational Objectives (The Cognitive Domain, The Affective Domain); (6) Pre-Evaluation; (7) Learning Activities: The Five Teaching Learning Principles (Perceived Purpose, Appropriate Practice, Knowledge of Results, Graduated Sequence, and Individual Differentiation); and (8) Post

Training Evaluation: Conducting a Post Evaluation and Training Evaluation Introduction. (HD)

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Rauch, Sidney J., Comp.

HANDBOOK FOR THE VOLUNTEER TUTOR

International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 909, $2.50 Nonmember, $2.00 Member) 115 p. 1969 (ED 094 311)

This handbook is designed for tutors who will be working with children, adolescents, or adults. In most instances the principles, practices, and materials described are directed to the junior high and senior high school student or dropout who requires special reading help; however, application of techniques can be made to adults or to youngsters who are in the intermediate grades. The beginning chapters include a discussion of the principles of good reading instruction and of the tutor-student relationship. Subsequent chapters provide information on the diagnosis of reading difficulties, including an informal reading inventory; basic teaching procedures, particularly detailed descriptions of the language experience approach and the directed reading activity; the teaching of word-recognition and comprehension skills; and organizing the volunteer tutor program. The final chapters are lengthy annotated bibliographies of materials for the elementary and secondary level and for adult basic education. (Author/TO)

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REPORT ON THE COMMITTEE ON EDUCATION TO THE PRESIDENT'S COMMISSION ON THE STATUS OF WOMEN

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.50) 75 p. Oct., 1963 (ED 053 369)

The educational needs of all women in the United States were studied. Educational opportunities for the mature women fall very short of the need. The committee therefore recommends that: (1) A large-scale effort be made to provide a system of elementary and secondary education for adults, with regard for the special needs of women and for the life experiences of all adults; (2) the opportunities for mature women to continue their education beyond high school be

greatly expanded and adapted to their needs; (3) funds me made available to colleges, universities, and vocational, technical, and professional schools to help mature women complete, augment, or redirect their education; and part-time students be eligible under federal-aid and university-aid financial programs; and (4) new and imaginative educational programs be developed for the woman in her home. Educational changes that are needed in the school and college years are related to improving the educational opportunities for all of the nation's children. The committees recommendations are that: (1) expanded educational opportunities of high quality be provided for all groups in our society from kindergarten through graduate school; (2) Skilled counseling be an integral part of education; (3) an examination be made of all educational programs to prepare females for homemaking; (4) education in volunteer work be given. (DB)

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Sainer, Janet S.; Zander, Mary L.

SERVE: OLDER VOLUNTEERS IN COMMUNITY SERVICE. A NEW ROLE AND A NEW RESOURCE.

Community Service Society of New York, N.Y. 367 p. Sept. 1971
(ED 058 552)

This document reports on a demonstration project using older volunteers in community service in one area of a large city. Questions for which answers were sought include: (1) what type of activities might older adults be given that would be both meaningful and useful; (2) what kinds of community agencies would use the services of volunteers most effectively; (3) how can older adults be motivated in the direction of community service; (4) how can those who will benefit from volunteer service be recruited and retained; and (5) what sort of volunteer workers will older persons be? An exploratory survey was conducted to: (1) gather data about the older adult population in the area, (2) determine what opportunities were available for older volunteers in health, welfare, and educational and cultural agencies, and (3) assess the potential for recruiting older adults. Findings include: (1) older persons are willing and able to volunteer on a regular basis if agency needs are real, if appropriate assignments are available, if transportation is provided, and if staff leadership is present on an

ongoing basis; (2) volunteers of low socioeconomic status can be recruited and retained; (3) persons in their seventies had excellent attendance and a high retention rate; (4) most volunteers functioned consistently and well; (5) the major reasons for volunteering were need for social contacts and to find a useful and satisfying instrumental rule; (6) a program of volunteer service requires step-by-step development over a period of time and grows out of a personal appeal. (CK)

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Smith, Carl B.; Fay, Leo C.

GETTING PEOPLE TO READ; VOLUNTEER PROGRAMS THAT WORK

Dell Publishing Co., Inc., 1 DAG HAMMARSKJOLD PLAZA, 245 East 47th Street, New York, NY 10017 ($8.95 Cloth, $2.95 Paper) 238 p., 1973 (ED 082 129)

This book discusses volunteer reading programs, which have been and are being established as a result of the high illiteracy level in the United States. These programs tend to fit into three categories (1) supportive programs which take place within the school or school system, (2) supplemental programs operated essentially from outside the school but in close cooperation with it, and (3) parallel programs outside the school which provide alternative programs for those no longer in contact with conventional schools. The tutoring is on an individual or small group level. Volunteer tutors are individuals from all fields, with a common interest in helping others learn to read. Chapters discuss: preschool, elementary, and thirteen-plus programs; operating principles and patterns; how to succeed with individual learners; and recommendations to assist the development and expansion of volunteer forces in the field of reading. (LL)

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Strader, Susan; And Others

THE TEACHING OF SIGHT WORDS: WAYS AND MEANS. INSTRUCTIONAL CONCEPT GUIDE NO. 1

Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($2.00) 28 p. 1975 (ED 120 359)

The instructional concept guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the tutor support library, consisting of instructional concept guides (training and reference aids for tutors) and functional content units (models for the practical application of tutoring skills). Guide Seven is designed to help the tutor in the teaching of sight words. The basic concept of sight word learning is discussed. A sample lesson plan using one approach is presented along with probable results and follow-up teaching suggestions. Sixteen other activities for teaching and practicing sight words are briefly described. The great Atlantic and Pacific sight word list, the Dolch List of Basic Sight Words, and the Thorndike Word Frequency List are included in the guide. (Author/MS)

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TRAINING STUDENT VOLUNTEERS

Action, Washington, D.C. 131 p. 1972 (ED 091 603)

The manual is designed to help student volunteer leaders and others plan and conduct training activities for student volunteers. It exposes student volunteers to skills, knowledge, and attitudes necessary to perform competently. Section 1 covers the assessment of training needs and the establishment of training objectives while Section 2 shows how to complete a design based on those needs and objectives. Section 3 focuses on training techniques and covers climate setting, goal agreement, and conducting sessions. Sample techniques to actively involve the learner in the learning process are included; exercises are for the initial phases of training and are to stimulate trainers to invent learning exercises appropriate to a particular situation. The appendix includes sections that discuss the experiential, participatory theories of adult education as well as a bibliography of design and methodology. (EA)

Vestal, Cynthia, Comp.; Craig, Sally K., Comp.

NEW CAREERS BIBLIOGRAPHY: PARAPROFESSIONALS IN THE HUMAN SERVICES

National Technical Information Service, Springfield, Virginia 22151 (PB-210 088; MF $0.95; see catalog for hardcopy price) 166 p. 1970 (ED 069 891)

This comprehensive bibliography was prepared to assist in locating sources of information and training materials for use in new careers and other paraprofessional career development programs. Some of the citations which proved useful in more than one area have been cross-referenced. The bibliography includes these sections: (1) an overview of new careers, (2) implementing new careers programs, (3) career development, (4) suggested training methodologies, (5) job training and education, (6) occupational fields, and (7) program evaluation. The nature of the publications ranges from books to mimeographed material developed by new careers training projects, technical assistance centers, colleges, and other institutions or associations. The style includes: date of publication, volume number (underscored), issue number (in parentheses), and number of pages. Addresses of publishers are listed in the index. (Author/AG)

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VOLUNTEER ADULT BASIC READING TUTORIAL PROGRAM:: FINAL SPECIAL DEMONSTRATION PROJECT REPORT

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs

Literacy Volunteers, Inc., Syracuse, NY 82 p. March 31, 1974 (ED 105 276)

A demonstration project established eight self-supporting, volunteer-staffed adult basic reading tutorial programs in Connecticut, seven in Massachusetts, and one in Central New York City. Literacy Volunteers of America (LVA) tutors also helped adult basic education students, tutored inmates and trained inmate tutors in correctional institutions, and trained college students as tutors. Libraries and business and industrial firms also became involved in LVA programs; materials developed in the course of the project were two guides and a diagnostic reading test. An 18-hour LVA tutor training workshop was refined and improved. A portion of the report describes the background, organization, and purpose of LVA, touching on various services

and techniques. Next, a section describes the demonstration project in each of the three years in each location. The summary discusses informally the subjects of voluntarism and community development and then focuses on program objectives (setting up a pilot project for possible replication, supplementing state ABE programs, and surviving beyond the office of education funding period); major problems encountered during the project; and the results of an independent evaluation, presented as a separate 30-page section covering structure, fiscal procedures, relation to other programs, strengths and weaknesses, and materials. An evaluation worksheet is appended. (MOW)

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VOLUNTEERS IN COMMUNITY MENTAL HEALTH

Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402 ($0.30) 49 p. 1970 (ED 057 326)

This booklet gives detailed accounts of mental health programs in operation around the nation. A total of nine different types of activities is included. "Helping Children" describes a program whereby students from nearby colleges give troubled children, at home, an experience in friendship by serving as big brothers or sisters. "Helping the Troubled" gives an account of various projects conducted at clinics to give patients counseling and other individually tailored instruction. "Helping Young Adults and Families" describes projects in which citizens serve as probation aides to a court, which assigns a counselor to each minor offender, and as substitute parents for troubled youngsters. "Helping the Elderly" relates how volunteers help elderly neighbors by visiting them in their homes and in nursing homes and by running a sheltered workshop. In "Senior Citizens "Volunteer," an account is given of projects involving elderly and retired volunteers in community service. "Emergency Telephone Services" discusses these 24-hour services that are manned in more than 150 areas in the United States as part of suicide prevention programs. "Community Involvement Programs," "Citizen Action on Drug Abuse," and "Helping Alcoholics" describe various community service programs. (CK)

Walsh, Paul; Sleeman, Philip J.

TRAINING IMPLICATIONS OF PARAPROFESSIONALS IN URBAN PLANNING - A ROLE FOR CONTINUING EDUCATION AND TRAINING

Journal of Continuing Education and Training; 2; 2; 135-146 Nov., 1972 (EJ 072 062)

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Way, Max; Moore, Sharon

HELPING ADULTS LEARN: A HANDBOOK FOR HOME INSTRUCTION PARAPROFESSIONALS IN ADULT BASIC EDUCATION

Morehead State Univ., KY Appalachian Adult Education Center 65 p. July, 1975 (ED 112 153)

Designed as a training and reference manual for instructors and their administrators in Adult Basic Education (ABE) Home Instruction Programs. The handbook is based upon experience in six projects in Ohio and Kentucky. Adults receiving home instruction are functionally illiterate and, through a combined lack of transportation, child care, clothing, and self-confidence, find traditional ABE programs unattendable. Six sections present: (1) the home instructor--getting ready for the job, discussion qualifications, qualities, duties, resource personnel and learning center functions, and preservice training; (2) the undereducated adult, discussion group characteristics; (3) recruiting and enrolling clients, discussing techniques for identifying and contacting potential clients; (4) instructing and counseling clients, covering diasnosis and prescription, placement, methods of testing and instruction, counseling, parent education, and possible problems; (5) materials, suggesting types of materials and their effective use; and (6) record keeping, discussing areas of importance, ways of holding data, and its effect upon ABE programs. Tests for initial placement and formal diagnosis and where to get them, a basic set in instructional materials and their publishers, a list of materials selected from "Everyday Survival Information: What You Need and Where to Get It," and instructor forms are appended. (LH)

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Weiner, Roberta

THE NEWSPAPER: A SOURCE OF HIGH INTERST INSTRUCTIONAL MATERIAL FOR ADULTS. INSTRUCTIONAL CONCEPT GUIDE NO. 10

Dr. Robert A. Palmatier, Reading Department, 309 Aderhold Building, University of Georgia, Athens, Georgia 30602 ($1.50) 14 p. 1975 (ED 120 361)

The Instructional Concept Guide is part of a system developed for tutor training and support. It is primarily designed for volunteers, but it can also be adapted to the training of paraprofessional tutors for any type of adult literacy program. A key component in the system is the tutor support library, consisting of instructional concept guides (training and reference aids for tutors) and functional content units (models for the practical application of tutoring skills). Guide Ten offers suggestions to the tutor for using the newspaper in adult reading instruction. Sample lessons are presented for a hypothetical student with beginning skills and a hypothetical advanced student. The five-step lesson outlines describe student skills, appropriate skills to teach, student's interests and goals, relevant articles, and lesson planning procedures. Sample practice exercises are presented. Additional ideas and activities for teaching reading skills through the newspaper, a practice exercise for the tutor, and an 11-item bibliography are also included. (Author/MS)

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